DOCUMENT RESUME

ED 081 412 JC 730 196

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TITLE Northern Illinois University of Abstracts of Graduate Studies on the Community (Junior) College 1972-73.
INSTITUTION Northern Illinois Univ., De Kalb. Coll. of Education.
PUB DATE 73
NOTE 93p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Abstracts; *Community Colleges; *Educational Research; *Graduate Study; *Institutional Research; *Junior Colleges; Post Secondary Education
IDENTIFIERS *Northern Illinois University

ABSTRACT

Research summaries of 29 studies in the area of the community (junior) college, completed by Northern Illincis University graduate students during the years 1972-73, are provided. The papers discuss teaching loads, career education planning, Asian studies, student characteristics, reading improvement program effectiveness, instructor attitudes, student enrollment, transfer student data, academic advisement, personality types as related to reading achievement, predicting academic progress, an academic/experiental approach to general education, role conceptions of counselors, instructional evaluation by students, student-inmate reactions to instructional program, a survey of testing programs, instructor evaluation, desirable preparation of instructors of business, major issues in education for business, administrator reaction to graduate study, characteristics of fourth-semester day students, newswriting proficiency of journalism students, characteristics of foreign language students, providing for the superior student, use of behavioral objectives, a survey of data processing, and a history of the public junior college in Illinois from 1900-1965. (DB)

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Northern Illinois University
Abstracts of Graduate Studies
on the
Community (Junior) College

1972-1973

COLLEGE OF EDUCATION
NORTHERN ILLINOIS UNIVERSITY

Summer 1973

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Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1972 - 73. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

William K. Ogilvie

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THE TEACHING LOADS OF FULL-TIME FACULTY MEMBERS IN BUSINESS DEPARTMENTS OF SELECTED NORTHERN ILLINOIS COMMUNITY COLLEGES

Marc Scott Mc Mannis
1972

Statement of the Problem

The purpose of this investigation was to determine the teaching loads of full-time faculty members of business departments in selected Northern Illinois community colleges. More specifically, the study attempted to

1. Determine the teaching load as measured by the total number of credit hours for the courses being taught;

2. Determine the teaching load as measured by the total number of faculty contact hours for the courses being taught;

3. Determine the teaching load as measured by the total number of courses being taught;

4. Determine the teaching load as measured by the total number of preparations required for the courses being taught.

Procedural Development of the Study

Originally nineteen community colleges in Northern Illinois were considered for this study, four from Chicago and fifteen from downstate Illinois. Letters were sent to the deans of instruction at each college describing the nature of the investigation and requesting data required for the study, including a current catalog and a fall class schedule. Of the nineteen deans queried eighteen responded. In a number of instances it was necessary to call or personally visit the dean or the chairman of the respective business department to accurately compile the data.

Based on the data available, ten schools were selected for inclusion in this investigation. The ten schools were made up of two from the Chicago City Colleges and eight from downstate Illinois. The schools were selected for inclusion in this study on the basis of the following criteria:

1. The assembled data from the school was deemed reliable and accurate;

2. The assembled data from each school was deemed directly comparable to the data from each of the other schools;

3. The schools were considered to represent a reliable sample of their respective groups and, therefore, of Northern Illinois community colleges.

It was not assumed that "faculty load" and "teaching load" were synonomous. For the purposes of this investigation it was assumed that the teaching load was quantifiable and can be measured in terms of four variables:

1. Number of credit hours;
2. Number of contact hours;
3. Number of courses;
4. Number of preparations.

The data was assembled by school for each of the four variables to be determined. For each variable three measures were sought. First determined was what constituted "normal" for the variable, second was the actual range for the variable being investigated, and third was the mode for the variable, i.e., the quantity with the most number of occurrences.

Summary of Significant Findings

This investigation yielded three summary findings. First, the normal teaching load, defined in terms of the four variables used in this investigation, was less in the Chicago colleges than in the downstate colleges. Second, the teaching loads of Chicago-college faculty members adhered more closely to its normal than do the teaching loads of downstate-college faculty members. Third, deviations from the normal teaching load were to the low side for Chicago-college faculty members, while deviations were to the high side for downstate-college faculty members.

1. In the Chicago colleges, the normal credit hour load was 12 hours while the actual range was 6-15; 30% of the selected faculty members were teaching less than 12, 65% were teaching exactly 12, and 5% were teaching more than 12.

2. In the downstate colleges, the normal credit hour load was 15 hours while the actual range was 9-21; 19% of the selected faculty members were teaching less than 15, 35% were teaching exactly 15, and 46% were teaching more than 15.

3. In the Chicago colleges, the normal contact hour load was 12 hours while the actual range was 9-15; 14% of the selected faculty members were teaching less than 12, 77% were teaching exactly 12, and 9% were teaching more than 12.

4. In the downstate colleges, the normal contact hour load was 15 hours while the actual range was 12-25; 10% of the selected faculty members were teaching less than 15, 25% were teaching exactly 15, and 65% were teaching more than 15.

5. In the Chicago colleges, the normal course load was 4 courses while the actual range was 3-5; 30% of the selected faculty members were teaching less than 4, 65% were teaching exactly 4, and 5% were teaching more than 4.

6. In the downstate colleges, the normal course load was 5 courses while the actual range was 3-7; 14% of the selected faculty members were teaching less than 5, 43% were teaching exactly 5, and 43% were teaching more than 5.

7. In the Chicago colleges, the normal preparation load was 3 preparations while the actual range was 1-4; 33% of the selected faculty members had less than 3, 53% had exactly 3, and 14% had more than 3.

8. In the downstate colleges, the normal preparation load was 3 preparations while the actual range was 1-6; 27% of the selected faculty members had less than 3, 37% had exactly 3, and 37% had more than 3.

Findings at Downstate Colleges

Variable	Normal	Actual Range	Below normal (per cent)	Normal (per cent)	Above normal (per cent)
Credit Hours	15	9-21	19%	35%	46%
Contact Hours	15	12-25	10	25	65
Courses	5	3-7	14	43	43
Preparations	3	1-6	27	37	37

Findings at Chicago Colleges

Variable	Normal	Actual Range	Below normal (per cent)	Normal (per cent)	Above normal (per cent)
Credit Hours	12	6-15	30%	65%	5%
Contact Hours	12	9-15	14	77	9
Courses	4	3-5	30	65	5
Preparations	3	1-4	33	53	14

Degree: None (Independent research)

MASTER PLANNING FOR CAREER EDUCATION IN ILLINOIS

James M. Naylor
1972

Statement of the Problem

Master Plan - Phase III for Higher Education in Illinois provided for master planning in occupational education. This document specifically mandates the development and recommendation of a master plan for occupational education programs in higher education. The purpose of this study was to obtain information from community colleges pertinent to selected factors in Phase III, especially those related to preservice and inservice programs for professional personnel.

Procedural Development of the Study

A fifteen item questionnaire was developed and sent to 45 administrators of community college vocational programs in the state. Twenty-three usable questionnaires were returned. The returns were received from eleven urban, nine rural and three suburban institutions. Thirteen of the institutions represented in the sample were located in the most populous upper one-third of the state, five were from the middle third, and four from the lower portion of the state.

Summary of Significant Findings

1. Of the 23 institutions sampled, 18 reported an increase in enrollment in occupational programs in the past two years while 5 reported their enrollments remained relatively the same, no institutions reported a decrease.

2. In describing the need for staff in-service development, 13 respondents indicated that employers should carry the greatest responsibility, three indicated public teacher education institutions while the remaining four indicated the state education agency should be responsible. In addition, there were three inappropriate responses.

3. Nineteen responses indicated that public teacher education institutions currently did not offer an adequate variety of in-service development activities, only one indicated adequate offerings while three were undecided.

4. The institutions involved described their preference for in-service

development activities in the following rank order from most acceptable to least acceptable:

1. short duration (1-3 day) workshops conducted during the school year.
2. summer internships in business, industry, or public agencies.
3. short duration (2-4 day) workshops conducted during the summer.
4. field service programs and activities provided by teacher education institutions and state.
5. local in-service activities designed and planned by local staff and administration.
6. weekend workshops (Friday and Saturday) throughout the year.
7. off-campus course offerings by teacher education institutions.
8. educational agency staff members.
9. on-campus course offerings at teacher education institutions.
10. individualized programmed instruction or correspondence courses.

5. Seven institutions reported that they were currently employing paraprofessionals in career programs while eleven indicated they were not. Those institutions employing paraprofessionals were only employing them at an average rate of two per institution. Of the 23 sampled there were five inappropriate responses.

6. On the basis of the ranking of the sums of the responses, the institutions described the factors most limiting the quantity and strength of their career programs in the following order from most limiting to least limiting:

1. financial support
2. facilities
3. counseling and guidance services
4. administrative organization
5. number of faculty
6.5 knowledge of needs
6.5 curriculum materials
8. administrative endorsement
9. community support
10. overall quality of faculty

7. On the basis of the ranking of the sums of the responses, institutions described the factors having an influence on planning decisions affecting career programs in the following order from most influence to least influence:

1. local manpower needs
2. student occupational interests
3. existing resources of the institution
4. potential funding
5. statewide manpower needs
6. philosophy and objectives of the institution

8. Of the 23 institutions reporting, the following numbers indicated they offered one or more programs in the areas listed below:

Number of Institutions	Area
23	Industrial Oriented
22	Business, Marketing & Management
22	Health
21	Personal and Public Services
18	Applied Biological and Agricultural
11	Cooperative Education
7	Comprehensive Career Guidance

9. Of the reporting institutions, the following numbers of community colleges indicated a need for new or expanded offerings in the program areas listed below:

Number of Institutions	Area
10	Health
9	Personal and Public Services
8	Industrial Oriented
6	Cooperative Education
4	Comprehensive Career Guidance
1	Applied Biological and Agricultural
0	Business, Marketing & Management

10. Numbers of career education personnel presently employed in different areas were reported as follows:

Area	Range	Average Number
Business, Marketing and Management	2-36	11.0
Industrial Oriented	0-35	9.9
Health	5-26	9.2
Personal and Public Service	0-73	6.9
All Counseling and Guidance	1-12	4.6
Applied Biological and Agricultural	0-10	4.0
Cooperative Education	0-34	2.3
Career Education Administrators	1-6	1.5

11. Seventeen respondents indicated a familiarity with Division of Vocational and Technical Education curriculum materials. Nine considered the materials helpful, eight considered them of minimal help, while one deemed them of no help. There were five inappropriate responses.

12. When asked to react to potential recommendations for improving preservice, baccalaureate level degree programs for occupational education, the institutions responded as follows:

	Agree	Disagree	Undecided
A. Programs should offer more credit toward graduation for occupational experience.	20	1	2
B. Programs should be designed around identified and tested instructional competencies	19	1	3

	Agree	Disagree	Undecided
C. Internships should be included as a component of all programs.	17	4	2
D. Teaching experience and work before groups should begin at the outset of the program.	13	3	7
E. Admission requirements to programs should be raised.	2	12	9

Degree: None, Independent Research

A STUDY OF

THE STATUS OF ASIAN STUDIES IN ILLINOIS COMMUNITY COLLEGES

Robert F. Biggers
1972

Purpose

The purpose of this study was to examine the curriculum of Illinois community colleges relative to the degree of emphasis that is placed on Asian studies. For the purposes of this study, the terms Asian studies and Asian affairs included the study of the history, people, culture, geography, economy, religions, and current events of Asian countries.

Procedural Development of the Study

The total population of this study was 46 community colleges. A questionnaire covering eight major areas of concern was developed with the assistance of Dr. Donn V. Hart, Director of the Center for Southeast Asian Studies, and Dr. William K. Ogilvie, Director of the Office of Community College Services, Northern Illinois University. The eight areas of concern involved in the study were:

1) the reasons for omitting emphasis on Asia in the college curriculum;
2) motivation for introducing Asian studies into the academic program;
3) the name of the Asian studies coordinator;
4) the number of faculty teaching courses about Asia;
5) faculty development - the number of faculty teaching Asian courses who have had undergraduate and/or graduate training on Asia;
6) specific disciplines which offer courses on Asia;
7) what Asian languages are taught; and
8) what journals are received by the college library that pertain to Asia.

Of the 46 community colleges, 39 (85%) returned the questionnaire. The questionnaire study was supplemented by a catalog study.

Summary of Significant Findings

1. Twenty-five (or 64%) of the 39 colleges returning the questionnaire said that they did not currently offer courses on Asia.

2. Among those colleges not offering courses related to Asia, the lack of a faculty sufficiently trained in the area was considered one of the main reasons for omitting these studies from the curriculum in 15 (60%) of the 25 colleges; 14 schools (56%) indicated that there was a lack of student interest in this area. Eleven colleges (44%) indicated the lack of sufficient funds to initiate courses was a major reason for omitting Asia from their curriculum. Three colleges considered courses on Asia to be too specialized for the general education philosophy of the community college. Two colleges did not offer courses on Asia because such courses were usually offered at the 300 and 400 level by most senior institutions. The implication was that four-year colleges and universities will not accept Junior and Senior level courses for transfer credit from a two-year community college.

3. Fourteen (or 36%) of the 39 colleges returning the questionnaire stated that they offered courses entirely devoted to Asia and Asian affairs.

4. Of these 14 institutions, faculty interest and student demand (or student interest) were responsible for initiating courses on Asian studies. Other reasons given included the Vietnam war, the need for knowledge about Asia, and the desire for a curriculum with a world view. At one college, an intern had developed a course on Southeast Asian history and taught it for one semester. After the initial offering, student demand led to the college offering it once each year.

5. Of the fourteen community colleges offering courses entirely devoted to Asia, eleven had a faculty member responsible for coordinating the course offerings. Of the eleven colleges, one had three faculty members currently teaching courses that involved Asia or Asian affairs, seven had only one faculty member currently teaching such courses, and three were not currently offering courses on Asia. The study data suggested that there were a total of twelve faculty members currently teaching courses on Asia in eleven community colleges in the state of Illinois. Seventy-eight percent of the instructors teaching courses on Asia had received specific preparation in Asian studies at the graduate level and fourteen percent at the undergraduate level. Fifty-seven percent of these instructors had taken three or more graduate courses related to Asia.

6. Returns of the questionnaire indicated that history and social studies were the only disciplines which offered courses dealing exclusively with Asia. Thirteen of the fourteen institutions listed history as the only discipline offering courses that dealt exclusively with Asia.

7. The only disciplines which offered courses in which there was a major emphasis on Asia (i.e., 50% of class time) were geography and international relations, both listed as such by one institution.

8. One Asian language was taught in the Illinois community colleges, and it was taught at only one institution (Loop). That language was Japanese.

9. Thirteen journals pertaining to Asia were currently subscribed to by Illinois community colleges teaching courses on Asia. The journal most frequently cited was the Journal of Asian Studies, followed by Pacific Affairs and Asian Survey. Japan Quarterly, United Asia, and Journal of American Oriental Society were not held by the libraries of any of the fourteen community colleges offering courses on Asia. Four colleges (29%) held two pertinent journals, one college held three journals, one college subscribed to four journals, and one college claimed six journals on Asian affairs.

10. According to institutional catalogs, a total of 21 courses were offered by fifteen (or 33%) community colleges and dealt exclusively with Asia, and 34 courses offered by 22 (or 48%) community colleges dealt partially with Asia.

11. Courses described as covering Asia to some degree by institutional catalogs but not exclusively devoted to Asia, were as follows:

Name of Course	No. Colleges	Percentage of Colleges
Comparative Governments	3	7%
World Civilizations (pre-modern)	8	17%
World Civilizations (modern)	9	20%
World Religions	6	13%
World Geography	4	9%
Music History	2	4%
World Literature	2	4%
Art History	1	2%

Degree: None (independent research)

A STUDY OF SELECTED CHARACTERISTICS OF SOPHOMORE BUSINESS STUDENTS ENROLLED AT KISHWAUKEE COLLEGE

Ruth M. Jones
1972

Statement of the Problem

While there appears to be ample data on the freshmen student enrolled in community colleges, very little data has been gathered concerning the characteristics of sophomore level students. The purpose of this study was to gather selected data on sophomore level students enrolled in the Business Division, Kishwaukee College.

Procedural Development of the Study

A twenty-seven item questionnaire was designed and administered to appropriate students. Of the fifty-eight questionnaires completed by the students, nine could not be used because of incomplete data or because the students who completed the questionnaires were not sophomores prior to the semester. Thirty-seven of the acceptable questionnaires were completed by male students and twelve by female students.

Significant Findings of the Study

The following findings relative to characteristics of sophomore business students at Kishwaukee College were ascertained after an analysis of the questionnaires returned:

1. The range of ages of the total group was from 19-51 years of age. Females ranged from 19-51 and males from 19-43. The mean age of female students was 31.75 and male students 24.86. Fifty-three percent of the sophomore students enrolled in business were between the ages of 21 and 30.

2. Of the population studied, 48.9 percent were married, 22.4 percent of these students had either one or two offspring, 10.2 percent had three or four offspring and two percent had over six children.

3. 34.6 percent of the students were veterans.

4. 79.5 percent of the students were graduates of Illinois high schools, 6.1 percent of the students were non-high school graduates.

5. Thirty-eight percent of the respondents had graduated from high schools having enrollments of less than 500 students.

6. The total number of college credits earned by the respondents prior to the Fall 1971-72 semester was as follows:

Credits	Female	Male	Percent
31-35	4	9	26.50
36-40	1	4	10.20
41-45	4	4	16.30
46-50	2	6	16.30
51-55	0	2	4.00
56-60	0	2	4.00

7. Two percent of the students had a cumulative grade point average of less than 2.00 (C) and 34.71 percent had averages of more than 3.00 (B).

8. Of the student population studied, 34.6 percent were transfer students from other community colleges or four-year institutions.

9. Students who had previously attended other institutions transferred credit hours to Kishwaukee in the following amounts:

Credits	Female	Male	Percent
1-15	0	2	11.7
16-30	0	5	29.6
31-45	0	2	11.7
46-60	0	2	11.7
Over 60	0	3	17.6
Unknown	2	1	17.6

10. Of the students who transferred to Kishwaukee from other institutions, 35.2 percent transferred for financial reasons, 17.6 percent transferred for academic reasons, and 17.6 percent transferred because Kishwaukee was a smaller school.

11. 57.1 percent of the sophomore business students were enrolled in the college-parallel program, but 69.3 percent intended to eventually transfer to a four-year college.

12. 38.7 percent of the respondents indicated that someone else in their family had previously attended a community college.

13. Several of the respondents indicated that they were financing their education through one or more sources. These sources were as follows: self 53 percent, G.I. Bill 40.8 percent, parents 11.3 percent, scholarship 11.3 percent, state or federal grants 3.7 percent and loans 1.2 percent.

14. 79.5 percent of the students were employed besides attending school, and 56.4 percent of these students were working over thirty hours per week. 14.3 percent of the students were housewives.

15. The commuting distance (one-way) travelled by these students to attend Kishwaukee College was as follows:

Miles	Female	Male	Percent
Less Than 10	10	18	57.10
11-20	0	13	26.50
21-30	2	2	8.10
31-50	0	3	6.10

16. The maximum number of years of formal education completed by the mothers of the students involved in the study was as follows:

	Percent
Under 8	16.30
9-10	4.00
11-12	53.00
13-14	12.20
15-16	8.10
Over 17	6.10

17. The maximum number of years of formal education completed by the fathers of the students involved in the study was as follows:

	Percent
Under 8	30.60
9-10	8.10
11-12	32.60
13-14	22.00
15-16	6.10
Over 17	6.10

Degree: None (independent research)

A STUDY OF THE EFFECTIVENESS OF A COMMUNITY COLLEGE READING IMPROVEMENT PROGRAM

Oran P. Stewart
1970

Statement of the Problem

The purpose of this study was to ascertain the effectiveness of a Community College Reading Improvement Program and its impact upon the reading process of the freshmen students during the academic year 1969-70.

Procedural Development of the Study

The population of the study consisted of fifty-eight freshmen, enrolled in three classes at the Butler County Community College, Butler, Pennsylvania. They had received low A.C.T. test scores and/or low grades during their junior and senior years of high school in English and social studies. The classes met three times weekly for eighteen weeks. The Iowa Silent Reading Test, A.M., New Edition was given as a pre-test. The post-test given after eighteen weeks was form B.M. of the Iowa Silent Reading Test, New Edition.

Appropriate selections from the following texts were utilized:

(1) Brown, James I. Efficient Reading. Boston: D.C. Heath & Co., 1969.
(2) Guiler, Walter S. Raeth, Claire J. May, Merrill M. Developmental Reading, New York: J. B. Lippincott Co., second edition 1964.
(3) Gilbert, Doris W. Breaking the Reading Barrier. New Jersey: Prentice-Hall, 1959.
(4) McCall, William A., Crabbs, Lelah Mae. Standard Test Lessons in Reading, New York: Teachers College Press, Teachers College, Columbia University, Series D & E, 1961.
(5) Jacobus, Lee A. Improving College Reading. New York: Harcourt, Brace & World Inc., 1967.
(6) Evans, Bergen. Vocabulary Program. Chicago: Vocab Inc., 1965.
(7) Cherington, Marie R. Improving Reading Skills in College Subjects. New York: Teachers College Columbia University, 1961.

Significant Findings of the Study

The results in Table I are presented in the order that they appeared in the Iowa pre and post tests.

TABLE I

Iowa Pre and Post Sub Test Scores
N=58

	Pre Scores		Post Scores		
	Mean	Standard Dev.	Mean	Standard Dev.	Sig.
Rate	151.2	21.61	165.1	19.19	.05
Comprehension	170.0	17.54	178.8	16.79	.05
Directed Reading	165.2	19.67	180.4	15.38	.05
Word Meaning	175.7	16.45	182.4	18.68	
Sentence Meaning	149.2	29.25	154.4	28.33	
Paragraph Meaning	168.9	20.40	174.6	17.86	
Location of Info.	173.0	16.29	180.1	17.02	.05
Sel. of key words	175.8	13.38	179.1	8.96	

Summary of Significant Findings

The data was analyzed with a t test for correlated samples. Four out of the eight areas tested showed a significant improvement at the .05 level. The other areas showed improvement but were not significant. The areas which showed significant improvement were areas that were emphasized during the Reading Improvement Course. Since a vast majority of the pre-test scores were relatively low in most catagories and there was insufficient time to concentrate on all areas, the instructor felt that emphasis should be placed on those areas which would contribute most to the academic success of the students. The areas most emphasized were significant at the .05 level.

Degree: None (independent research)

A STUDY OF COMMUNITY COLLEGE NURSING INSTRUCTOR ATTITUDES TOWARD THE OPEN DOOR POLICY AND SELECTED FACTORS RELATED TO NURSING PROGRAMS

Jacquelyn King
1972

Purpose

The purpose of the study was to sample associate degree nursing instructors attitudes toward the open door policy of community colleges as well as selected areas related to the associate degree nursing program.

Procedural Development of the Study

The study sample consisted of associate degree nursing instructors from Triton, College of DuPage, Waubonsee and Elgin Community College. The questionnaire consisted of 15 questions, eleven requiring a yes or no answer and four requiring a multiple choice type selection. The questionnaire was chiefly designed to determine the degree of commitment the individual nursing instructors had to the open door policy. Questions also were included to determine how unstructured and open-ended the faculty felt a nursing curriculum should be.

Summary of Significant Findings

1. Seventy-seven percent of the nursing instructors involved in the study agreed that the community college should admit to the college, but not necessarily any program, all students who applied for admission. Eighty-eight percent indicated that high school graduation should not be a prerequisite for admission.

2. Eighty-eight percent of the instructors thought that nursing programs should have admission standards above those set by the institution.

3. All of the instructors indicated that nursing students should be allowed to drop courses for academic or personal reasons and re-register for the courses at a later date. Eighty-eight percent thought the students should be allowed to do this as often as the students find it necessary.

4. Fifty-five percent of the instructors thought that students who obtain a low grade in a course should be allowed to repeat the course until a C grade is obtained.

5. Fifty-five percent of the instructors thought that nursing courses should be designed on an individual basis so students can progress at their own rates.

6. Fifty-five percent of the instructors did not believe that nursing courses should be offered on a non-sequential basis.

7. Eighty-eight percent of the instructors believed that all nursing courses should be offered more than once a year.

8. The instructors sampled rated the contribution of the following experiences related to teaching nursing in the community college as follows:

    a. Graduate study in nursing: Essential-44 percent, Helpful-56 percent, Uunecessary-0 percent.
    b. Nursing practice: Essential-77 percent, Helpful-33 percent, Unnecessary-0 percent.
    c. Professional education courses related to teaching: Essential-55 percent, Helpful-45 percent, Unnecessary-0 percent.

9. The minimum number of years of practical nursing experience considered essential for community college nursing instruction was as follows: One year-55 percent, Two years-34 percent, Three or more years-11 percent.

10. Seventy-seven percent of the instructors did not think it essential to interrupt their teaching every five years to obtain more practical nursing experience.

11. None of the nursing instructors sampled indicated a need for on-going research on nursing instruction in the community college.

12. The degree of upgrading considered necessary by instructors of various factors related to community college nursing programs was as follows:

Factor	Much Upgrading necessary	Some upgrading necessary	Adequate job being done
Teaching	11%	66%	22%
Counseling	33%	44%	22%
Individual work with students	22%	33%	33%
Professional enrichment	22%	22%	56%
Research	33%	33%	0%

13. Seventy-seven percent of the instructors involved in the study agreed that community colleges should provide for an easy transfer of graduates of practical nursing programs into associate degree nursing programs.

Degree: None (Independent research)

A STUDY OF FRESHMAN-SOPHOMORE CHEMISTRY ENROLLMENTS IN ILLINOIS COMMUNITY COLLEGES, 1970-71 & 1971-72.

C.C.S.C.
1972

Statement of the Problem

The purpose of the study was to determine the current status of enrollments in community college chemistry courses according to course and the percentage of increases or decreases in these enrollments from the 1970-71 school year to the 1971-72 school year.

Procedural Development of the Study

A questionnaire designed to obtain the information necessary for the purposes of the study was sent to forty-six Illinois community colleges. Questionnaire returns were received from 23 institutions. Twenty-two downstate community colleges were represented in the return sample and two Chicago community colleges.

Significant Findings of the Study

1. The total enrollment in chemistry courses for the school year 1970-71 (exclusive of summer school) was 6,555 students. During the 1971-72 school year the enrollment increased 13.3 percent to 7,429 students.

2. Four institutions that indicated summer school enrollments in the area of chemistry had an enrollment total of 232 students. A percentage comparison of summer school chemistry enrollments to enrollment during the regular fall and spring semesters indicated a range of 12.5 percent to 44.2 percent with the mean summer school enrollment 18.3 percent of the fall plus spring enrollments. 58.2 percent of summer school enrollments were in the introductory chemistry course for non-majors and 41.8 percent were in chemistry courses for students enrolled in allied health programs.

3. The Introductory or General Chemistry course for non-majors enrolled 37 percent of the total enrollment in chemistry for the 1970-71 school year and 37.7 percent of the enrollment for the 1971-72 school year. The course experienced an 11.1 percent increase during the two years involved in the study. The total sample enrollment

for the year 1971-72 was 2,796, the range 23-345, and the mean 133.1. Two institutions did not offer the course specifically for non-majors.

4. The Introductory or General Chemistry course for majors experienced a 8.6 percent increase in enrollment from the 1970-71 to 1971-72 school years. During the year 1970-71, the course enrolled 32.7 percent of the total chemistry enrollment and 31.5 percent for the school year 1971-72. The total sample enrollment for the course for 1971-72 was 2,330, the range 37-320, and the mean 110.9. Two institutions did not offer the course specifically for majors.

5. Sixteen community colleges offered the course General Chemistry and Qualitative Analysis. The course experienced a five percent gain in enrollment between 1970-71 and 1971-72. The course involved 14.5 percent of the total chemistry enrollment for the year 1970-71 and 13.4 percent of the total chemistry enrollment 1971-72. The total student enrollment in the course for the institutions involved in the sample was 997 (1971-72) the range of enrollments was 15-165, and the average enrollment was 62.5.

6. One institution offered the course specifically entitled Qualitative Analysis. It enrolled 32 students.

7. Ten community colleges offered the course Quantitative Analysis. The course enrollment for both 1970-71 and 1971-72 was 1.5 percent of the total sample chemistry enrollment. However, the institutions that offered the course experienced an eight percent enrollment increase in the course for 1971-72. A total of 108 students were enrolled in the course during 1971-72, the range in enrollment was 3-30, and the average was 10.8 students.

8. Nineteen (82.7 percent) of the community colleges offered a course in Organic Chemistry. The course experienced a 44 percent increase in enrollment from 1970-71 to 1971-72. The course enrollment was 6.3 percent of the total sample enrollment for 1970-71 and 7.9 percent for 1971-72. 589 students were enrolled in the course in 1971-72, the range of enrollments was 4-80, and the average enrollment was 31 students.

9. Five institutions offered a chemistry course specifically designed for the allied health field. During 1971-72, 483 students were enrolled in the course (exclusive of summer school enrollments). The course experienced a 24.8 percent increase in enrollment from 1970-71 through 1971-72. The average enrollment in the course during 1971-72 was 96.6 students and the range from 19-223. During 1971-72, 6.5 percent of the total chemistry enrollments were in this course.

10. Three institutions offered chemistry courses specifically for technical students in other than the health fields. The course experienced a 37.8 percent loss in enrollments from 1970-71 through 1971-72. Forty-nine students were enrolled in the course during 1971-72. The range in enrollments in the course (1971-72) was 8-23 students and the average enrollment 16.3 students.

11. The instrumentation course was offered in two community colleges with a total enrollment (1971-72) of twenty-two students, a 22.2 percent increase from 1970-71 through 1971-72.

12. Both the general studies chemistry course and the Chemistry for Elementary Teachers were offered at one community college. The general studies course experienced a 50 percent decrease in enrollment from 1970-71 through 1971-72 and the Chemistry for Elementary Teachers a 52.2 decrease. During the 1971-72 school year, 12 students were enrolled in the general studies course and 11 in the Chemistry for Elementary Teachers course.

A COMPARATIVE STUDY OF THE KNOELL AND MEDSKER STUDY DATA CONCERNING JUNIOR COLLEGE TRANSFERS AND THE TRANSFER EXPERIENCES OF JUNIOR COLLEGE TRANSFERS ENROLLED IN AURORA COLLEGE DURING THE FALL SEMESTER OF 1971

Sam Bedrosian
1972

Statement of the Problem

The purpose of this study was to examine selected factors involved in the transfer of students from community colleges to Aurora College. More specifically the study attempted to determine:

1. The transferability of their completed junior college academic work to Aurora College
2. The relationship between their junior college cumulative grade point average and their Fall semester grade point average at Aurora College
3. The relationship between these two specific areas at Aurora College and the findings of Knoell and Medsker in their national study (1961-1964) on the problems and progress of junior college transfers.

Procedural Development of the Study

During the Fall semester of 1971 Aurora College enrolled thirty-four junior college transfer students who had not taken previous academic work at a senior college (reverse transfers). From the original group, thirty completed the Fall semester. The thirty junior college transfer students represented ten different junior colleges, eight from Illinois and two located outside the state. The students originating from Illinois junior colleges totaled twenty-eight; sixteen from Waubonsee, and four from the College of DuPage. The eight remaining Illinois junior college transfer students represented private as well as public junior colleges.

Data concerning the thirty junior college transfer students was obtained from personal record folders, academic transcripts, and Fall 1971 grade sheets.

Findings of the Study

1. The number of hours transferred to Aurora College ranged from five and one-half semester hours to 68 semester hours. The mean number of semester hours transferred was 48.4.

2. The number of hours earned at community colleges prior to transfer ranged from four and one-half to ninety. The mean number of semester hours earned at the community college level was 52. The individual who accumulated 90 semester hours was initially enrolled in a community college occupational program.

3. The range of credits lost upon transfer was from 0 to 22 semester hours.

4. The mean number of semester hours lost upon transfer was 3.63. Fifty percent of the transfers lost no credits upon transfer. The mean loss of the other 50 percent of the students was 7.2 semester hours.

5. Of the students who experienced a loss in G.P.A. during the first semester after transfer (56.6 percent), the average loss was .382 honor points.

6. Of the students who experienced a gain in G.P.A. during the first semester after transfer (43.4 percent), the average gain was .527 honor points.

7. The average student (total population) showed a gain of .01 in G.P.A. after transfer.

8. The average transfer students cumulative G.P.A. after their initial semester at Aurora College was 2.377, while the Aurora College student body average was 2.387.

9. Forty-three percent of the Knoell-Medsker study population experienced no loss of credit while 50 percent of this study population experienced no loss in credit.

10. Ten percent of the Aurora College transfers experienced a serious (10 semester hours or more) loss of credits upon transfer. Fifteen percent of the Knoell-Medsker population showed a similar loss.

11. The Knoell-Medsker study showed a mean loss of .3 G.P.A. during the first semester after transfer. This study population showed a .01 gain in G.P.A.

Degree: None (Independent research)

A STUDY OF SELECTED FACTORS RELATED TO ENTERING REVERSE TRANSFER STUDENTS AND TRANSFERS FROM OTHER COMMUNITY COLLEGES: ILLINOIS VALLEY COMMUNITY COLLEGE, 1970-1972

Carolyne Hamann
1972

Statement of the Problem

The purpose of the study was to examine selected factors related to students who entered Illinois Valley Community College after having attended senior institutions or other community colleges. The factors studied were: semester of enrollment, prior academic standing, age, sex, and institution transferred from.

Procedural Development of the Study

The records of 264 transfer students who entered Illinois Valley Community College during the school years 1970-71 and 1971-72 were analyzed. 210 of the entering students were reverse transfers from senior institutions and 54 were transfers from other community colleges.

Findings of the Study

1. Of the 210 reverse transfers from senior institutions who enrolled at I.V.C.C. for this first time during the period covered by the study, 144 enrolled during the 1970-71 school year (4.1 percent of student body) and 96 enrolled during the 1971-72 school year (3.3 percent of the student body).

2. As indicated on the following table, there was no discernable enrollment pattern for transfer students on the basis of semester enrolled.

SEMESTER TRANSFER ENROLLMENT

Type of Transfer	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Total
Senior Institution	55	59	62	34	210
Junior College	16	13	18	7	54
	71	72	80	41	264

3. The academic standing of students entering from a senior university for the four semesters showed 61 percent entering in good standing and 39 percent on probation. Twenty-four percent of the students transferring from other community colleges entered on probation and 76 percent were in good academic standing. The majority of reverse transfers on probation tended to enter the community college during the fall semester of the period studied. There was no enrollment pattern for non-probation reverse transfers. The high percentage

of students entering in good academic standing was contrary to the common assumption that reverse transfer occurs mainly for poor scholarship.

SEMESTER ACADEMIC ENROLLMENT

Type of Transfer	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Total
	(On Probation)				
Senior Institution	31	17	24	10	82
Junior College	4	3	6	0	13
Total	35	20	30	10	95
	(In Good Academic Standing)				
Senior Institution	24	42	38	24	128
Junior College	12	10	12	7	41
Total	36	52	50	31	169

4. The ages of the reverse transfers ranged from 18 to 47. The highest incidences were 75 transfers age 19; 39 age 20; 22 age 21; 14 age 22; and 11 ages 23 and 24. The same general age trend was followed by the community college transfers with the age range extended to 52.

5. Studies have shown rather consistently that public community college men outnumber women students by a ratio of approximately 60 to 40. The junior college transfer men-women ratio of this study was 63-37; 34 men and 20 women. The reverse transfers from senior universities numbered 127 men and 83 women; a ratio of 60 to 40.

6. Transfer students came to Illinois Valley Community College from 29 states and one foreign country; from 110 colleges (78 senior institutions and 32 community colleges). 55.7 percent of the reverse transfers came from Illinois state senior institutions, 14.8 percent from private Illinois senior institutions and 29.5 percent from out of state senior institutions.

7. 77.7 percent of the transfers from community colleges transferred from Illinois institutions and the remainder from out-of-state community colleges.

8. The rank order of public Illinois senior institutions from which reverse transfers entered was as follows: Northern Illinois University, Illinois State University, Western Illinois University, University of Illinois, Southern Illinois University and Eastern Illinois University.

9. The rank order of the six top private Illinois senior institutions from which students transferred (total 18 institutions) was Bradley, Illinois Wesleyan, Augustana, Eureka, Illinois College, and Rosary.

10. Out of the twenty Illinois Community Colleges from which students transferred, Blackhawk, Illinois Central, Lakeland, and Sauk Valley were most frequently listed in rank order.

11. The following table indicates transfer student academic standing upon enrollment at I.V.C.C.

TRANSFER ACADEMIC STANDING AT IVCC

Admitted on Probation

	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Total
Western	4	2	7	2	15
U. of Illinois	5	3	5	0	13
Illinois State	3	3	3	2	11
Northern	3	1	1	2	7
Southern	2	0	1	1	4
Eastern	1	0	2	0	3
Illinois Private Institutions	7	6	2	2	17
Out-of-state Institutions	6	2	3	1	12
Illinois Community Colleges	4	3	6	0	13
	35	20	30	10	95

Admitted in Good Academic Standing

	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Total
Northern	7	3	5	7	22
Illinois State	1	4	5	5	15
U. of Illinois	2	2	3	3	10
Western	2	2	3	3	10
Southern	1	2	4	0	7
Illinois Private Institutions	11	19	11	4	45
Out-of-state Institutions	2	9	7	1	19
Community Colleges	12	10	12	7	42
	36	52	50	31	169

Degree: None, independent research.

A COMPARATIVE STUDY OF TWO APPROACHES TO ACADEMIC ADVISEMENT IN SELECTED ILLINOIS COMMUNITY COLLEGES

Alvin Harris Moeller
1972

Statement of the Problem

Community colleges differ in their approach to academic advisement. Two differing approaches to academic advisement frequently found are: (1) all educators including teaching faculty and counselors are expected to serve as academic advisors since academic advisement is considered to be a part of teaching and (2) professionally-trained counselors are expected to serve as academic advisors since academic advisement is considered to be a specialized service.

The purpose of this study was to ascertain if there were differences in community college academic advisement programs subscribing to the two different approaches. More specifically the study attempted to compare selected factors involved in the two approaches to advisement in terms of:

1. Differences in advisement practices of community college teaching faculty and counselors between the approaches to advisement.

2. Differences in attitudes of community college teaching faculty and counselors concerning academic advisement involved in the two approaches to advisement.

3. Differences in student utilization of teaching faculty and counselors for academic advisement in the two approaches to advisement.

4. Differences in student perceptions of community college academic advisement that exist according to the approach to advisement that they experienced.

The following hypotheses were stated in the null form in order to facilitate statistical analysis. The two different approaches to academic advisement considered in each hypothesis were: (1) all educators including teaching faculty and counselors are expected to serve as academic advisors since academic advisement is considered to be a part of teaching and (2) professionally-trained counselors are expected to serve as academic advisors since academic advisement is considered to be a specialized service.

H1. Academic advisement practices employed by teaching faculty and counselors will not differ in community colleges subscribing to the two different approaches.

H2. Theattitudes of teaching faculty and counselors concerning academic advisement will not differ in community colleges subscribing to the two different approaches.

H3. Student utilization of faculty and counselors for academic advisement will not differ in community colleges subscribing to the two different approaches.

H4. Student perceptions of the academic advisement received in community colleges subscribing to the two different approaches will not differ.

Procedural Development of the Study

Four community colleges exemplifying the two approaches to academic advisement were selected for the study. The two community colleges identified as subscribing to the approach to academic advisement that all educators, including teaching faculty and counselors, are expected to serve as academic advisors were:

1. College of DuPage, Glen Ellyn, Illinois.

2. College of Lake County, Grayslake, Illinois.

The two community colleges identified as subscribing to the approach to academic advisement that professionally trained counselors are expected to serve as academic advisors were:

1. Triton College, River Grove, Illinois.

2. William Rainey Harper College, Palatine, Illinois.

In addition to exemplifying the two approaches to academic advisement, an important consideration in the selection of the four community colleges was their similarity in terms of programs, geography, age of institution's teaching load, etc. Similarity among the four colleges, except for their approach to academic advisement, would enhance the probability that if differences are discovered, the differences may be influenced by approach to academic advisement rather than some other variable.

A survey instrument was developed to obtain selected information from community college teaching faculty and counselors regarding personal characteristics, academic advisement practices and attitudes. The Peterson College Advisement Survey was revised for use as the instrument to ascertain student reaction to advisement practices. The College Advisement Survey was mailed to the 280 randomly selected students who were enrolled at Northern Illinois University for the 1971-72 academic year and who had previously attended one of the four selected community colleges. A total of 177 response sheets, or 63 percent of the 280 mailings, were returned fully completed and are used to provide data for this study. The Faculty-Counselor Academic Advisement Survey was distributed to all faculty and counselors employed full-time during the 1971-72 academic year at the four community colleges participating in the study.

Of the survey forms distributed to the 645 faculty and counselors, 392 forms or 61 percent were returned usable for providing data for this study.

Analyses of the responses were facilitated by utilizing two statistical programs: (1) Statistical Package for the Social Sciences, which provides for the Chi square statistic (X^2), and (2) Northern Illinois University Statistical Program NIU001, which provides for a t-test for the difference between mean scores.

To determine if significant differences relative to the four hypotheses under consideration existed, the Chi square statistic was used to test nominal or frequency data and the t-test for the difference between mean scores was used to test interval data as provided by the two surveys. In the analyses of the data, the .05 level of significance was used to reject the null hypotheses.

Significant Findings of the Study

1. Of the 392 staff members involved in the study, 88 indicated their age to be 29 or under, 165 to be between 30 and 39, 103 to be between 40 and 49, and 35 to be 50 or over. The distribution of ages by approach to academic advisement was consistent for the teaching faculty, technical-career courses, and for the counselors.

2. Of the staff members involved in the study, 330 of 392 had earned at least a masters degree. None of the teaching faculty, college-parallel courses, or counselors had earned less than a bachelor's degree and 25 indicated earning a doctor's degree. Thirty-four instructors in the technical fields held a bachelor's degree or less.

3. Of the 392 staff members involved in the study, 213 indicated working 3 years or less in a community college, 139 indicated 4 to 6 years, 19 indicated 7 to 9 years, and 21 indicated 10 or more years. By approach to academic advisement, each of the three groups of educators revealed a consistent distribution in terms of the number of years working in a community college.

4. Of the 392 staff members involved in the study, 14 indicated that most of their previous working experience had been in elementary schools, 136 in high schools, 101 in four-year colleges and 140 in other areas of work such as business, industry or student.

5. A comparison of practices of teaching faculty members by approach to academic advisement, the findings revealed that at community colleges subscribing to Approach I:

A. The teaching faculty members of college-parallel and technical-career courses devoted a greater percentage of their time to academic advisement and were assigned a greater number of students for academic advisement.

B. The teaching faculty members of college-parallel and technical-career courses expressed greater involvement in many of the academic advisement practices. A greater proportion of the teaching faculty members were assigned students for advising; served as an advisor at the last registration; frequently assisted students in selecting courses in a general area; frequently assisted students in selecting courses in all subjects comprising the students' total current course schedule; assisted students in long-range course planning; attempted to provide information concerning requirements for a degree; utilized test scores, grade reports or academic transcripts when consulting with a student about course planning; had convenient access to students records; attempted to discuss career planning with students in terms of interests, abilities and aspirations; attempted to inform students of transfer requirements to another college or university; and had convenient access to transfer requirements for colleges and universities most frequently attended by transfer students.

C. More of the teaching faculty members of college-parallel courses expressed involvement in serving as a resource person to students with questions related to educational and/or vocational planning. For the advisement practice no difference was discovered between teaching faculty members of technical-career courses by approach to advisement.

D. More of the teaching faculty members of technical-career courses frequently assisted students in their selection of instructors. For this advisement practice no difference was discovered between teaching faculty members of college-parallel courses by approach to advisement.

6. No differences were discovered when comparing teaching faculty members by approach for the following advisement practices: assisting students in their scheduling of time and sections of classes, assisting students with academic difficulties, and assisting students in the process of choosing a college or university for transfer.

7. A comparison of practices of counselors by approach to academic advisement, the findings revealed that at community colleges subscribing to Approach I counselors devoted a smaller percentage of their total time to academic advisement and were assigned a fewer number of students for academic advisement. No differences were discovered when comparing counselors by advisement approach for the other sixteen practices considered in this study.

8. The findings indicated that regardless of staff position or approach to academic advisement, most of the teaching faculty members and counselors preferred their present level of involvement in the academic advisement program.

9. Regardless of approach, a majority of the teaching faculty members felt that community college educators including both teaching faculty and counselors should serve as academic advisors because advising is an integral part of teaching.

10. Significant differences in attitudes were discovered concerning some aspects of academic advisement by advisement approach:

A. At community colleges subscribing to Approach I, a greater proportion of teaching faculty members of college-parallel and technical-career courses preferred to be less involved in the academic advisement program.

B. At community colleges subscribing to Approach II, a greater proportion of teaching faculty members of college-parallel and technical-career courses preferred to be more involved in the academic advisement program.

C. At community colleges subscribing to Approach I, a greater proportion of teaching faculty members of college-parallel courses felt that both teaching faculty and counselors should serve as academic advisors because advising is an integral part of teaching.

D. At community colleges subscribing to Approach I, a substantial majority of the teaching faculty members of college-parallel and technical-career courses indicated that faculty teaching fifteen semester hours can serve effectively as academic advisors.

E. At community colleges subscribing to Approach II, a substantial majority of the teaching faculty members of college-parallel and technical-career courses indicated that faculty teaching fifteen semester hours cannot serve effectively as academic advisors.

F. At community colleges subscribing to Approach II, a greater proportion of teaching faculty members of college-parallel courses thought that counselors devoted too much time in academic advisement and not enough time in helping students with various other educational and personal problems.

G. At community colleges subscribing to Approach I, teaching faculty members of college-parallel courses responded more frequently that teaching faculty should have the greater involvement, as compared to counselors, in eight areas of student concern occasionally present in advising conferences: current course selection, long-range course planning, adding or dropping courses, choosing a major, transfer planning to another college, assessing abilities and interests, problems related to instructors, and personal problems.

H. At community colleges subscribing to Approach I, teaching faculty members of technical-career courses responded more frequently that teaching faculty should have the greater involvement, as compared to counselors, in four areas of student concern occasionally present in advising conferences: current course selection, adding or dropping courses, assessing abilities and interests, and problems related to instructors.

11. Comparing attitudes of counselors concerning academic advisement by approach to advisement, the findings reveal that:

A. At community colleges subscribing to Approach I, a substantial majority of counselors felt that both faculty and counselors should serve as academic advisors because advising is an integral part of teaching.

B. At community colleges subscribing to Approach II, a majority of counselors felt that counseling specialists should serve as advisors because academic advising is a highly personalized service requiring a professionally trained counselor.

C. At community colleges subscribing to Approach II, counselors responded more frequently that counselors should have the greater involvement, as compared to teaching faculty, in four areas of student concern occasionally present in advising conferences: current course selection, adding or dropping courses, orientation to college, and transfer planning to another college.

12. Student perceptions did not differ significantly by advisement approach for seven of eight areas considered in the study. For the one area in which a significant difference was found, students from community colleges expecting all educators to serve as advisors responded more favorably regarding the assistance received in personal matters.

13. Of the students involved in the study sample, 12.4 percent indicated that they lost credit upon transferring to a university because of inaccurate information provided by community college advisor.

14. Although a significant difference in attitudes toward student advisement was found between the total sample of community colleges using the two different advisement approaches, the faculty attitudes in one institution using all staff members as advisors closely paralleled the attitudes of instructors in institutions where counselors were advisors. A variable other than advisement approach of the institution probably accounts for this inconsistency.

Degree: Ed D

Committee Members: Carroll Miller (ch), William K. Ogilvie, Norman Gilbert, Robert Nejedlo, Robert Mason.

PERSONALITY TYPES AS A PREDICTOR OF READING ACHIEVEMENT IN COMMUNITY COLLEGE STUDENTS

L. William Antoine
1972

Statement of the Problem

The purpose of this study was to explore the possibility that a significant regression equation for reading achievement in community college students may be obtained from the personality types estroversion/introversion and neuroticism as measured by the Eysenck Personality Inventory. More specifically the study attempted to examine the following hypothesis:

1. A significant inverse relationship exists between reading achievement and extroversion/introversion.
2. A curvilinear relationship exists between reading achievement and neuroticism.
3. The Eysenck personality types are significant predictors of reading achievement in community college students.
4. The relationships existing between reading achievement and extroversion, introversion, and neuroticism in community college students is not affected by age, sex, grade level, or current college enrollment status.

Procedural Development of the Study

The students enrolled in reading courses at Illinois Valley Community College during 1971-72 were chosen as the study sample (154 students). Of these, 110 were males and 45 were females, 103 freshmen and 51 were sophomores. The subjects ranged in age from 17 years through 58 years with a median age of 19 years. Of these, 123 rated themselves as transfer oriented and 31 felt they were terminal. The terminal students were matriculating in vocational/technical fields (23) and in continuing education programs (8).

The Diagnostic Reading Tests (DRT): Survey Section, Upper Level, Form B was used to measure reading ability. This test consists of three sections, Rate of Reading, Vocabulary, and Comprehension. The Eysenck Personality Inventory (EPI): Form A was used to identify personality types. This instrument provided separate scores for each of its two dimensions. The dimensions are Extroversion / Introversion, and Neuroticism / Stability. All testing was performed in a four week period during the spring of 1972. The DRT was given to each subject during the first two weeks of testing and the EPI was given during the final two weeks.

Other data relative to this study were gathered from each subject's accumulative academic record. This data consisted of the vital statistics grade point averages (GPA), and the scores earned on the American College Testing (ACT) program (1965).

Summary of Significant Findings

The purpose of this study was to determine if the Eysenck personality types extroversion/introversion and neuroticism might be significant predictors of reading achievement in community college students. Specifically, the data seem to substantiate these conclusions:

1. Generally, extroverts were found to be less proficient readers than are introverts.
2. Neuroticism was a noninfluential factor in reading achievement.
3. The Eysenck personality types of extroversion/introversion are statistically significant predictors of reading achievement.
4. Neither sex, age, grade level, nor enrollment status were influential factors in the relationship between reading achievement and personality type.

A secondary purpose of this study, which was somewhat dependent upon a positive finding in the primary purpose, was to determine if Eysenck's theory of personality might provide a better insight into understanding the relationship between reading and personality. The results applying to this objective were inconclusive. Although extroverts performed in the manner predicted by the theory, the magnitude of the related statistics indicate that the statistical significance attained, has little, if any, practical importance. Secondly the neuroticism dimension statistics were opposite to that which the theory demanded. It would seem, therefore, that the evidence for or against the value of Eysenck's theory to provide an insight into the reading-personality issue is insufficient for a valid conclusion to be drawn.

Some data were collected which relate directly to Eysenck's position and which seem to warrant these condlusions:

1. Extroversion/introversion and neuroticism are independent dimensions as measured by the EPI in the sample used.
2. Community College students enrolled in reading classes exhibited personalities typical of American college students in general as measured by the EPI.

Although Eysenck's personality types were found to be statistically significant predictors of reading achievement, their value as practical predictors is dubious.

Degree: Ed. D.
Committee: John Van Duyne (ch), Marvin Powell, Jerry Johns

AN ANALYSIS OF SELECTED CHARACTERISTICS OF EVENING STUDENTS AT WAUBONSEE COMMUNITY COLLEGE, SPRING - 1973

Laurence E. Seits
1973

Statement of the Problem

This study was conducted in order to prepare a profile of selected characteristics and attitudes of evening students at Waubonsee Community College (WCC) during the Spring Semester, 1973. The student characteristics examined included age, sex, employment status, current sememster hour load, family and educational backgrounds, bases of financial support, and educational expectations. Student usage of counseling facilities provided by the college was also analyzed and certain educational attitudes were studied.

Procedural Development of the Study

The source of information for this study consisted of a questionaire of twenty-nine items which was submitted to 143 evening students in the following evening classes at Waubonsee Community College:

Auto Technology	(N=20)
Interior Design	(N=12)
Technical Communications	(N=14)
Psychology (advanced)	(N=23)
Psychology	(N=20)
Philosophy	(N=14)
Data Processing (advanced)	(N=12)
Data Processing	(N=28)

Significant Findings of the Study

A. Personal Information.

1. Ages of evening students ranged from under 20 (21.7%) to over 46 (6.3%). The majority (54%) ranged from ages 21 to 35.

2. Evening class males formed a bare majority, i.e., 71 males, 70 females (2 no responses). However, females were in the majority in the psychology, philosophy, and interior design courses.

3. Over ninety-five percent of the WCC evening students surveyed reported having high school diplomas; only 4.2 percent did not have diplomas.

4. Seventeen and a half percent of the students reported residing in a childless home; 29% live in a home containing one to three children of their own.

5. Nearly 75 percent of the respondents indicated that they drove fourteen or fewer miles in order to attend WCC evening classes. Notable, however, were the higher percentages of students who appear willing to drive longer distances in order to attend the auto technology program. (40%, 5-29 miles; 10.3%, over 30 miles) Also of interest is the relatively long distances the surveyed students indicated they drove in order to attend the upper level psychology class. These latter statistics indicate both the uniqueness as well as the popularity of the two courses; however, why technical communications, clearly not a unique course, should also indicate student willingness to drive longer distances is not understandable.

B. Employment Information.

6. 71 percent of the evening students were working full time; less than 17% indicate little or few working hours.

7. 65.7 percent of the surveyed evening students claimed self-employment as the major source of income. Only 1.4% indicated that governmental aid (including Federal G.I. Bill benefits) constituted their major source of income, although undoubtedly more received such aid. 26.7 percent listed parents as a major source of income.

8. Unlike the overall Waubonsee student population, the bulk (60%) of the evening students are derived from the upper half of their high school classes.

9. Slightly over 44 percent of evening students were taking one evening course per semester; an additional 28 percent were taking four to six semester hours. Approximately six percent carried thirteen hours or more.

10. Nearly half of the students in the survey (45.5%) did not take courses at WCC in the previous (Fall, 1972) semester; 33.6 percent of the respondents were enrolled at WCC for the first time.

11. Perhaps it is a reflection of high adademic self-concepts that over 35 percent of the evening students in the survey anticipated receiving better grades at WCC than they had in high school. Only 4.2 percent indicated they believed their grades would deteriorate.

12. Nearly 63 percent of the students expected to receive above average grades at WCC; 34 (or 23.8%) expected average grades; .7 percent expected "nearly failing or failing" grades.

13. Over one quarter (25.9%) of the WCC evening students surveyed do not anticipate earning any degree in higher education; approximately one quarter (25.2%) expect to earn an associate degree; and 25.9 percent a baccalaureate degree.

14. Of the surveyed students, 36.4 percent indicated their fathers had less than a high school education and 29.4 percent indicated the same for their mothers.

D. Sociological Background Information.

15. 45.5 percent of the respondents had family incomes over $12,000 annually, The range of incomes reported was from $4,999 to $15,000 plus.

16. Only 6.3 percent of the evening students in the sample indicated they dwelt in an unshared apartment; the bulk (46.9%) stated they lived in their own homes.

17. 72 percent had not previously attended any senior institution. Of the 26.6 percent which indicated such attendance, 2.8 percent (4 students) attended the local, private, church-affiliated, four-year liberal arts college (Aurora College); 4.9 percent (7 students) had attended Northern Illinois University; 19.6 percent attended other colleges before this semester at WCC. In short, over one quarter (27.3%) of the surveyed students indicated their status as reverse transfer students. The Interior Design class enrolled over 45 percent reverse transfer; in the Philosophy class, over 35 percent; in the uper level Data Processing class, over 44 percent; and 20 percent of the students in the auto technology course were reverse transfer students.

18. In an attempt to determine the relative "value" of WCC's contribution to the evening students' abilities to attend college, the test instrument asked, "If WCC did not exist, would you be going to college?" In the overall sample, 35.7 percent answered affirmatively; over one quarter (27.3%) categorically said "no". 32.9 percent stated that they were not sure. It was noteworthy that not one evening student in the lower level Data Processing class believed he would be in college were it not for WCC; only 16.7 percent in the non-credit Interior Design course indicated they might go to another college were WCC not existent. Only 25 percent in auto technology believed they would be in college elsewhere.

E. Counseling Evaluation.

19. In answer to the question, "Have you received any counseling at WCC (other than simple instructions on completing college forms)?" an overwhelming and significant (73.4%) of the sample stated they had not. In the two data processing classes the percentages of negative responses were both above 90 percent. Clearly, WCC has failed in its counseling functions for evening students.

F. Attitudinal Results.

20. When asked what factors made attendance for the 143 evening students at WCC most difficult, over half (53.5%) replied that fatigue after a day's work was a negative factor. Poor traffic and driving conditions, as a negative factor, affected 30.3 percent. Seven percent stated that "college regulations which seemed designed for adolescents rather than adults made attendance most difficult. Four students felt that evening classes began too early in the evening. Only one student complained about the teaching faculty at WCC.

21. Nearly 66 percent of the sample indicated they had chosen WCC over other colleges because of the low expense. Over half (52.6%) chose WCC because of its proximity to the students' homes or work. Nearly half (48.1%) chose to come to WCC because of its "specialized" programs.

22. The motivations for attending college were primarily financially oriented; 46.9 percent came in order to "obtain an occupational skill," 42.1% came "to get a better job," 31.5 percent came in order to "earn more money." The largest (49%) single motivation given, however, was "to develop intellectual skills."

23. Christopher Jencks not withstanding, 80.2 percent of the sample indicated that WCC had brought about positive changes within the individual students. A mere 1.4 percent indicated no change had occurred. None indicated any negative change.

24. When asked what brought about such changes, 42.9 percent of the sample indicated a more or less internal cause, i.e., "discovery of new areas in personal priorities and values." Of more interest is the following set of influences suggested by the respondents as causes for the previously discussed positive changes:

Counselor influences	4.2%
Student-friend influences	7.7%
Employer influences	8.4%
Family influences	11.3%
Teacher influences	11.9%

Degree: None (independent research)

AN ANALYSIS OF INTELLECTIVE AND NON-INTELLECTIVE VARIABLES RELATING TO THE PREDICTABILITY OF JUNIOR COLLEGE STUDENTS' ACADEMIC PROGRESS

John Tidgewell
1973

Statement of the Problem

The purpose of the study was to investigate the degree to which certain intellective and non-intellective variables as recorded on the ACT Student Profile Report and high school transcript were able to discriminate between those junior college students who make sufficient academic progress and those who did not. Academic progress was determined from a combination of cumulative grade point average, extent of incomplete course work, and second semester matriculation.

Procedural Development of the Study

The sample for this study consisted of all first year students who attended Kishwaukee College from September 1968 through December 1971 and who completed one semester of coursework and filed an ACT Student Profile Report. (N=361) All students were classified into one of eight categories based on possible combinations of high or low grade point average (using 2.00 on a 4.00 scale as a cutoff), high or low incidence of withdrawls and incompletes (six or more semester hours of withdrawl and/or incomplete was considered high), and returning or not returning for the second semester. This categoriztion served as the dependent variable in a series of discriminate analysis equations. The intellective variables were high school grade point average, high school rand in class, five scores from the ACT and sixteen non-intellective scores from the ACT Student Porfile. The non-intellective independent variables (all indicated by the student) included five ratings of interest, six ratings of high school accomplishments, and five ratings indicating need for help. Discriminate analysis equations were computed for the intellective and non-intellective variables separately and combined.

Significant Conclusions of the Study

1. Of the intellective variables, only high school grade point average significantly discriminated among the groups. (Discriminatory power = .175)

2. Using the discriminatory equations based on high school grade point average, it was possible to correctly assign 111 of the 361 subjects to one of the eight categories.

3. No significant discrimination could be made using only non-intellective variables.

4. When intellective and non-intellective variables were combined, only high school grade point average and high school accomplishments in writing

combined to produce a set of equations which significantly discriminated among the groups. (Discrimination power = .446)

5. Using the discriminate equations based on high school grade point average and high school accomplishments in writing, thirty-three of the 361 students were correctly assigned to one of the eight categories. The use of a 1-4 scale for accomplishments in writing where three-quarters of the students rated themselves as 1 or 2 is a possible explanation of the poor predicting ability of the second set of equations.

6. By constructing discriminate equations using combined intellective and non-intellective variables to divide students into more general groups, it was possible to successfully classify seventy percent of the students correctly according to grade point average (significant), thirty-seven percent of the students correctly into incidence of withdrawl and/or incomplete (significant), and fifty-five percent correctly into prediction of return or non-return (not significant).

Degree: Ed.D.

Committee: Bruce Kremer, Robert Rosemier (co-chairmen), Robert Nejedlo, Betty Bosdell, Harold Collins

KALEIDOSCOPE: AN ACADEMIC/EXPERIENTIAL APPROACH TO COMMUNITY COLLEGE GENERAL EDUCATION

Mary H. Leerstang
1973

Statement of the Problem

Hypothesizing that direct social application of knowledge was a crucial stage in the learning process, a stage not often recognized in the traditional academic approach to learning, the researcher designed Kaleidoscope, a one-semester academic/experiential prototype for community college general education. Kaleidoscope was built on a curriculum design which encouraged a flow between the academic and experiential aspects of learning. The academic/experiential approach to learning was defined as an educational construct encompassing the elements of guided discovery, direct social application of knowledge, and learner purpose and responsibility. The Kaleidoscope program was designed to facilitate both cognitive and affective growth by incorporating large group presentations, small group discussions, individual conferences, and independent community study into a program which concentrated on improving the quality of learning through the application of knowledge. The Kaleidoscope package included an academic/experiential approach to learning, heterogeneous grouping of students, and an interdisciplinary approach to subject matter. Its emphasis on active involvement in the community re-defined the tradtional community role in 'community college', while simultaneously increasing the alternatives in higher education.

The purpose of this study was to determine the effectiveness of the Kaleidoscope program, as compared to the effectiveness of the traditional academic approach on both transfer students and developmental students in both cognitive and affective areas of learning.

More specifically the Kaleidoscope study attempted to:

1. determine what differences existed between the transfer and developmental students, before and after the semester's experiment.
2. determine what differences existed between the subjects in the Kaleidoscope approach and the subjects in the control approach after the semester's experiment.
3. determine whether any interaction occurred between a particular group of students and a particular approach.
4. determine what differences in attitude toward learning occurred between the Kaleidoscope subjects and the control subjects in relation to the following major elements in the learning situation: Projects, Subject Matter Areas, Classroom Activities, Peers and a Sense of Community, Instructors, Educational Philosophy, and Self.

Procedural Development of the Study

One hundred freshman students from the transfer population of Triton were randomly selected; fifty were assigned to the Kaleidoscope treatment while fifty were assigned to the control treatment. One hundred freshman from the developmental population of Triton were randomly selected; fifty were assigned to the Kaleidoscope treatment while fifty were assinged to the control treatment.

The Kaleidoscope experiment was designed to test the effectiveness of Kaleidoscope as compared to the effectiveness of the traditional academic approach on both transfer students and developmental students. It was hypothesized on the objective instruments measuring critical thinking, open-mindedness and autonomy, that the Kaleidoscope students would progress more during the semester than the control students. It was also hypothesized that the Kaleidoscope approach would produce more positive results on the objective measures of academic achievement and self-esteem than the traditional academic approach.

Subjective d ata was collected as an exploratory safeguard to determine which areas within each of the two learning approaches the students perceived to be the most effective for an effective learning atmosphere. It was generally hypothesized that the effect of the Kaleidoscope approach would have a greater effect on the developmental students than the transfer students and would produce more positive results on all six measures than the traditional academic approach.

Research Procedures

The objective data from the pre-test/ post test measures of critical thinking, autonomy, and open-mindedness was analyzed by using a two-by-two factorial analysis of variance to determine the difference between gain or loss effect of the experimental treatment and gain or loss effect of the control treatment. The analysis alos revealed any interaction occurring between the specific approach and the transfer and developmental groups of students.

The data from the post tests of self-esteem and academic achievement was analyzed by using a two-by-two factorial analysis of variance to determine the difference between experimental subjects and control subjects in both the transfer and developmental groups; in addition, this analysis revealed and significant interaction which occurred between approaches and groups.

Representative excerpts from attitudinal essays were presented descriptively by item in order of the importance given the items by students. The attitudes of the Kaleidoscope students and the control group students were compared on each element of specific learning situations.

Summary of Significant Findings

ACT data. An analysis of variance revealed, in general, that the transfer students were significantly higher (.005) than the developmental students in aptitudes for English, Social Science, Mathematics, and Natural Science at the beginning of the semester, consequently the composite scores for transfer students were significantly higher than the composite scores for developmental students.

The analysis of variance on high school rank revealed that the transfer groups to be significantly higher in high school class rank than the developmental group. It also indicated that the transfer subjects in the Kaleidoscope approach were significantly lower in high school rank than their control counterparts as were the developmental Kaleidoscope subjects as compared to the control developmental subjects.

CLEP -English data. An analysis of the data collected from the CLEP English examination revealed a significant difference between the developmental and transfer groups favoring the transfer group. The Kaleidoscope treatment resulted in the same level of academic competence as the control method, in spite of

the inequality of the beginning groups in high school rank. The experimental developmental subjects, well aware of their previous grade averages, performed at a lower level than the experimental transfer students, in spite of all attempts by the Kaleidoscope staff to ignore previous classifications.

Although the students in each approach were equal in beginning competencies in English, the Kaleidsocope approach may have been more effective than the control approach, if the beginning high school rank data was operative in the performance of the students.

CLEP - Social Science data. An analysis of variance of the CLEP Social Science data, collected from all subjects at the end of the semester, revealed a significant difference, at the .01 level, between the developmental and the transfer groups of students, favoring the transfer students. There was no significant difference between the effectiveness of the Kaleidoscope approach and the control approach.

Autonomy data. A reasonable explanation for the difference between the transfer and developmental groups revealing the developmental students to be substanially more externally controlled, it appeared that the developmental students developed less autonomy, even becoming more externally controlled during the period of the semester, whether they were in homogeneous groups (control) or heterogeneous groups (Kaleidoscope).

Critical thinking data. The critical thinking data revealed that the subjects in both methods made equal progress in the area of critical thinking. It is important to note, however, that although there was no significant difference between the developmental students and the transfer students during the semester, the lowest amount of progress was made by the transfer control subjects.

Open-mindedness data. An analysis of variance of the open-mindedness data revealed significantly greater gains for transfer students than for developmental students, and significantly greater gains for Kaleidoscope subjects from control subjects. Although there was a difference between the developmental and transfer groups within the Kaleidoscope approach, the experimental subjects progressed substantially more than the control subjects in the area of open-mindedness. The developmental experimental subjects showed the greater gains over their control counterparts, who actually regressed in open-mindedness over the duration of the semester.

Self-esteem data. The self-esteem data revealed no significant difference between groups or methods.

Subjective data. The most outstanding differences between attitudes expressed by Kaleidoscope subjects and control subjects revolved around projects (relevancy, for the control group) and instructor attitude.

In general, the Kaleidoscope students felt that the project involvement was the strongest element in their learning situation, contributing the most to enthusiasm for learning, personal growth, and relevance to the real world. Second in importance to the projects, was the change in students' attitudes toward instructors. The students felt that their attitudes toward instructors changed, because of the instructors' attitudes towards students.

The attitudes of the experimental subjects were extremely positive in all categories, while the attitudes of the control subjects were generally negative. The control subjects complained of authoritarian instructors, failed to see any relationship between subject matter areas and life, between classroom activities and direct social experience.

The subjective and objective findings from this study, in both cognitive and affective afeas, could be generalized to a first semester freshman population of both developmental and transfer students.

The independent variable, Kaleidoscope, clusters three basic components: the academic/experiential approach to learning, the inter-disciplinary approach to subject matter, and heterogeneous grouping of students. Because of the clustered nature of the independent variable, any significant results must necessarily be attributed to the Kaleidoscope package rather than to any specific element within the package.

It could be concluded, as a result of the research findings from this study, that for all first semester freshmen:

1. Academic achievement in Kaleidoscope would equal academic achievement in traditional classes, although transfer students in both approaches would be significantly higher than the developmental students in academic achievement.
2. The degree of open-mindedness developed in Kaleidoscope students would be superior to open-mindedness developed in control students.
3. There would be no significant difference between Kaleidoscope students and control students in areas of autonomy, critical thinking and self-esteem, although developmental students in both approaches would be more externally controlled than the transfer students.
4. There would be a significant difference between Kaleidoscope students and control students in attitude toward learning, specifically attitudes toward subject matter relevance (community projects) and attitudes toward instructors, the more positive attitudes being expressed by the Kaleidoscope students.

Degree: Ed.D.

Committee: W. K. Ogilvie (chairman), Margaret Carroll, John Dewar, David Ripley, Robert Nelson

THE ROLE CONCEPTIONS OF COUNSELORS IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Charles A. Alexander
1973

Statement of the Problem

The purpose of the study was to assess the role conceptions of counselors in Illinois public community colleges. The relationship between eight personal and situational variables to the role conception of the counselor was investigated. The role conception of each counselor was described in terms of those tasks which he considered appropriate to his job as a counselor in a community college.

Procedural Development of the Study

The procedures involved in this study were as follows:

1. Selected personal and situational variables were identified in the literature as being relevant to the role conceptions of community college counselors. The personal variables identified included age, sex, completed course work, and commitment to the profession. The situational variables identified included size of the institution, role ambiguity, job satisfaction, and adequacy of staff relationships.

2. A 50 item Q-sort of counselor tasks was developed to assess role conception and was administered to 64 counselors. These counselors were employed at twelve randomly selected community colleges in Illinois.

3. The data was analyzed by correlating each of the areas of student personnel services with each of the personal and situational variables. Also, an analysis of variance was computed between the mean rankings of each of the ten areas of student personnel services when the counselors were divided on the basis of the personal and situational variables.

Significant Findings of the Study

An analysis of the data involved in the study indicated the following significant findings:

1. The rank order of appropriate community college student personnel functions as perceived by the counselors involved in the study were: (1) personal counseling, (2) vocational counseling, (3) group counseling, (4) educational counseling, (5) consulting, (6) testing, (7) administration of student personnel services, (8) financial aid and placement, (9) admissions, registration and record keeping, and (10) student activities.

2. Within the area of testing, the categories of tests were ranked in order of appropriateness as follows: interest inventories, scholastic ability tests, intelligence tests, personality tests, and projective techniques.

3. The area of administration would have had a higher mean were it not for the item: Be responsible for enforcement of college regulations. This item had the lowest mean of all items on the Q-sort.

4. The areas of financial aid and placement; admissions, registration and records; and student activities were the eighth, ninth, and tenth ranked areas. However, this does not imply that counselors felt that these areas were unimportant. It does indicate that counselors did not consider these areas to be as appropriate to their role as the other seven areas of student personnel services.

5. The age of community college counselors was not significantly related to the role conceptions of the counselors. The variable age did not co rrelate significantly with any of the areas of student personnel services.

6. The sex of community college counselors was not significantly related to the role conceptions of the counselors.

7. The size of the institution in which a community college counselor worked was not significantly related to the role conceptions of the counselors.

8. The degree of role ambiguity expressed by community college counselors was not significantly related to the role conceptions of the counselors. The degree of commitment to the profession expressed by community college counselors did relate to the role conceptions of the counselors. The means of counselors who were above the median on the variable commitment to the profession were significantly higher in the areas of personal counseling and consulting than the means of counselors below the median on this variable.

9. The degree of job satisfaction expressed by community college counselors was not significantly related to the role conceptions of the counselors.

10. The perception held by community college counselors of the adequacy of the relationship between the counseling staff and the other college staff members was not significantly related to the role conceptions of the counselors.

11. The degree of commitment to the profession expressed by the counselors was positively related to the areas of personal counseling and consulting.

12. There was no significant relationship between completing course work in counseling theory and the role conceptions of community college counselors.

13. There was no significant relationship between completing course work in group counseling and the role conceptions of community college counselors. Counselors who had completed a course in group counseling did not differ significantly in their ranking of group counseling from counselors who had not completed such a course.

14. Completion of course work in statistics was related to the role conceptions of community college counselors. Completion of course work in statistics was negatively correlated with the area personal counseling and positively correlated with the area financial aids and placement. Counselors who had completed course work in statistics had a significantly lower mean in the area personal counseling than counselors who had not. Counselors who had completed course work in statistics had a significantly higher mean in the area financial aid and placement than counselors who had not.

15. Completion of course work in vocational theory and information was related to the role conceptions of community college counselors. Completion of course work in vocational theory was positively correlated with the area group counseling and area vocational counseling.

16. Completion of course work in practicum in counseling was related to the role conceptions of community college counselors. Completion of the practicum in counseling was negatively correlated with the areas administration of student personnel services and admissions, registration, and record keeping. Completion of the practicum was positively related to the area group counseling.

17. Completion of course work in the philosophy of the community college was not significantly related to the role conceptions of community college counselors.

18. Completion of course work in research design was related to the role conceptions of community college counselors. Counselors who had completed course work in research design had a significantly higher mean in the areas educational counseling and admissions, registration, and record keeping than counselors who had not. Counselors who had completed course work in research design had a significantly lower mean in the areas personal counseling and group counseling than counselors who had not.

19. Completion of course work in tests and measurements was related to the role conceptions of community college counselors. Completion of course work in tests and measurements was positively correlated with the area admissions, registration, and record keeping.

20. Completion of course work in individual intelligence testing was related to the role conception of community college counselors. Completion of course work in individual intelligence testing was negatively correlated with the area vocational counseling.

21. Course work in projective techniques was not significantly related to the role conceptions of community college counselors.

Conclusion

An interpretation of the findings of this study should not include the assumption that because significance was not found between variables and role conception, that the variables, in no way, influenced the role conception of the counselors; nor that courses found to be not significantly related to role conceptions are not appropriate in the professional preparation of community college counselors.

Degree: Ed.D.

Committee: Wesley Schmidt (Chairman), Robert Nejedlo, William Ogilvie, Keith McDonald, Leonard Pourchot.

STUDENT EVALUATION OF INSTRUCTIONAL EVALUATION:

A STUDY OF STUDENT REACTIONS

Moraine Valley Community College

William E. Piland
1973

Statement of the Problem

The purpose of the study was to ascertain students' perceptions of the legitimacy of the faculty evaluation process at an Illinois community college. Specifically the study attempted to determine the seriousness with which students pursued evaluation of faculty by comparing their opinions with those of their peers as perceived by the students themselves.

Procedural Development of the Study

1. A questionnaire was developed using a Likert type response category with the options of strongly agree, neutral, disagree, and strongly disagree and pretested on ten students. After some revisions, the questionnaire was administered to 102 students. The students were selected on the basis of a stratified random sample. That is, there were more males, transfer students and freshmen in the sample to more accurately reflect the population from which the sample was drawn.

2. The results were tabulated and analyzed by percentage distributions and by the Chi Square method. The alpha level was set at .01 to determine significance.

Significant Findings of the Study

1. Sixty-eight percent of the students agree or strongly agreed with the statement that "you do a careful job of evaluating faculty." When compared with the students' perceptions of their peers, attitudes toward student evaluation of faculty, the responses were significantly different at the .01 level.

2. Fifty-nine percent of the students agreed or strongly agreed with the statement "you approach the evaluation of your instructors with the same degree of seriousness you use to approach a class assignment." The responses were significantly different at the .01 level when compared with the students' perceptions of their peers'.

3. Seventy-two percent of the students agreed or strongly agreed with the statement that "your evaluations express your true feelings about your instructors." When compared with the students' perceptions of their peers' opinions the responses were significantly different at the .01 level.

4. To a question which read "if you were a college instructor you would want your students to evaluate you," eighty-four percent of the respondents either agree or strongly agreed with the statement. These results were significantly different at the .01 level when compared with the students' perceptions of their peers' opinions.

5. Sixty percent of the students agreed or strongly agreed with the statement that "if you were a college instructor, you would want your supervisor to receive the results of student evaluations of your ability as an instructor." When compared with the students' perceptions of their peers' opinions the responses were significantly different at the .01 level.

6. To a question which read "if you were a college instructor, you would want your salary to be dependent upon the results of your student evaluation," sixty-nine percent of the students either disagreed or strongly disagreed with the statement. These results were significantly different at the .01 level when compared with the students' perceptions of their peers' opinions.

7. Sixty-five percent of the students agreed or strongly agreed with the statement that "most students give easy graders relatively high evaluation scores."

8. Fifty-six percent of the students agreed or strongly agreed with the statement that "if an instructor is teaching a large class, it is more difficult to evaluate him than if he is teaching a small class."

9. Thirty-six percent of the respondents agreed or strongly agreed with the statement that "physical appearance of a teacher affects the evaluation given him or her by the students." Forty-seven percent either disagreed or strongly disagreed with that statement."

10. In regard to the statement that "a teacher who requires a large amount of work is typically given low evaluations," thirty-six percent agreed or strongly agreed and thirty-nine percent disagreed or strongly disagreed.

11. The students involved in the study, as indicated by the data, placed a positive reaction to their own personal evaluation of instruction. However, they did not positively evaluate their peers attitudes toward this type of evaluative.

Conclusion

There were no significant differences on the variables of sex, class standing and type of program except in regard to the statement that read "physical appearance of a teacher affects the evaluation given him or her by the students." Occupational students differed significantly from transfer students at the .01 level.

Occupational students tended to agree with the statement while transfer students tended to disagree. One could hypothesize that since occupational oriented students are more attuned to the world of work they are more conscious of one's appearance than are transfer students. On the other hand, transfer students may not equate performance with appearance thus treating these items separately.

Degree: None (Independent Research)

A STUDY OF STUDENT-INMATE REACTION TO THE COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM AT THE ILLINOIS INDUSTRIAL SCHOOL, SHERIDAN

John E. Saunders
1973

Statement of the Problem

The purpose of the study was to sample selected factors in the reactions of student-inmates of the Illinois Industrial School, Sheridan, to college level courses offered at the institution by Illinois Valley Community College.

Procedural Development of the Study

1. A questionaire was disigned in cooperation with educational personnel from the Illinois Industrial School and Illinois Valley Community College.
2. The questionaire was submitted to student-inmates enrolled in the courses General Psychology, Fundamentals of Speech, English Composition, and Personal and Effective Behavior.
3. Community college instructors were interviewed.
4. The enrollment in the courses involved in the study totaled 31 students.

Summary of Significant Findings

1. The cumulative G.P.A. (4 point scale) earned by the students was 2.51. The rank order of course grade averages were as follows: Personal and Effective Behavior, Speech, General Psychology and English.
2. None of the students involved in the study had graduated from high school, although some had passed the high school level G.E.D. test. Only one student had anyone else in his immediate family that attended college.
3. The age range of the students was 17 - 21. Most of the students came from broken homes and the primary source of family income was public aid.
4. Approximately 48 percent of the students enrolled in the courses to get started in college, 40 percent to improve their record for the parole board and 12 percent because they were interested in the subject.
5. The psychology courses were rated by the students as the courses that they enrolled in primarily because of their personal interest in the subject matter.
6. All students indicated that they enjoyed all the courses enrolled in. All felt that they learned from the courses.
7. All of the students indicated that they would continue their education after parole. All students sampled, except one, indicated that they would initially continue their education in a community college. Seventy-five percent indicated that they hoped to eventually transfer to a four-year institution.
8. The two types of courses most frequently mentioned as "likes to see offered" were mathematics and sociology.
9. The majority of student comment relative to the community college programs offered at the institution was positive, i.e. "learned a great deal,"

"acquired a tasted for knowledge," "were treated like adults," "liked participation," "helped me understand people better," and "cleared misconceptions."

10. The few negative comments were "I don't like lectures" and "I don't like to speak in front of class."

11. The instructor reaction to student participation indicated a high level of student motivation and ability of students to work hard on their course work. No instructors encountered "unpleasant experiences" at the institution.

Degree: None (independent research)

SUMMARY OF A SURVEY OF TESTING PROGRAMS IN ILLINOIS COMMUNITY COLLEGES

Gary Rankin
Gregory Franklin
1970

Statement of the Problem

The purpose of this study was to determine the status of testing programs in Illinois Community Colleges. Specific areas to be investigated included: course selection criteria, individuals responsible for the testing program, presence of vocational testing, the nature and extent of the services offered to non-students, possible dissatisfactions with the testing program, concerns about placement, and the nature of any credit by examination programs.

Procedural Development of the Study

In July of 1970, a questionnaire was sent to forty-seven public community colleges in Illinois. In November of 1970, data from the twenty-nine returns was tabulated.

Significant Findings of the Study

1. Eighty-six percent of the colleges used entrance test scores as the primary criteria in course selection. Fifty-seven percent supplemented this with high school class rank and forty-eight percent with recommendations. Ninety percent of the colleges offered both associate degrees and 2-year career programs. Seventy=five percent offer one-year programs and over 20 percent have one-semester programs.

2. One-fifth of the colleges reported the existence of a Director of Testing. In the majority of cases (59%), the testing program was the function of either the Director of Counseling or individual couselors. In eighteen percent of the colleges, the testing program was handled by the Director of Admissions.

3. Vocational testing is offered in ninety percent of the cases. Half of the institutions report that personality and/or study skills tests were available to students, and seventy-eight percent offer both Educational and General Aptitude areas of testing.

4. Fifty-three percent offered testing to non-students. Sixty-one percent provided general services to the non-student community. Thirty-three percent charged fees for their testing services.

5. Services to the non-student community include: educational and vocational counseling, parent and adult orientation sessions, GED testing, community services and a speaker's bureau.

6. Concerns about the testing and placement programs include: English and math placement, adequacy of the ACT test, inadequate personnel, lack of comprehension, need for more group testing.

7. Forty-seven percent of the colleges had test/item analysis availabilities.

8. Credit by examination programs are reported in effect in seventy percent of the colleges. Fifty-eight percent of the colleges allow students to test out of a class or to take a final examination prior to the end of the term.

9. All community colleges indicated an interest in holding a workshop on testing programs. The preferred times for the workshop were: Winter (53%), Fall (38%), and Spring (21%). Preferred lengths for the workshop were: Two days (38%), one day (28%), three days (18%), four days (8%), and five days (8%).

Degree: None (independent research)

AN ASSESSMENT OF THE WELL-DONES METHOD OF INSTRUCTOR EVALUATION AS A TOOL FOR IMPROVING TEACHING EFFECTIVENESS AT THE COMMUNITY COLLEGE LEVEL

Daniel J. Kralik
1973

Statement of the Problem

The purpose of the study was to investigate faculty perceptions about the Well-Dones Method of instructor evaluation as compared with two other teacher evaluation methods in terms of the effect on improvement of community college teaching.

Procedural Development of the Study

Null hypotheses aimed at examining perceptions of the effects of instructor evaluation upon teacher effectiveness and favorable and unfavorable attitudes about evaluation were stated. An Instructor Evaluation Questionnaire (IEQ) was developed based on a review of the literature and issues discussed at a conference on evaluation of community college instruction. The instrument was reviewed and critiqued by two research professors and one community college professor at Northern Illinois University, three community college Deans of Instruction, and six community college instructors. After equalizing and randomizing the number of positively and negatively worded statements, a test-retest reliability coefficient (ranging from .74 to 1.00) was established through the cooperation of 18 graduate students who had experienced instructor evaluations.

The questionnaire was completed at Kishwaukee Community College where the Well-Dones Method was used and at two similar (control) community colleges in Northern Illinois. One hundred thirty (130) instructors at all institutions and twenty administrators at Kishwaukee College and one control college (college two) completed the questionnaire. An examination of selected variables lead to the conclusion that reasonable similarity of backgrounds of instructors existed for the three community colleges.

Significant Findings of the Study

1. Kishwaukee College instructors perceived the Well-Dones Method as having a desirable effect upon teaching performance; instructors at both control colleges did not perceive their respective evaluation methods as having a similar effect.

2. Kishwaukee College instructors did not differ from control instructions in expression of favorable or unfavorable attitudes about teacher evaluation.

3. Kishwaukee instructors perceived, in contrast with College One:
   a) administrator observations as lasting for a longer time period.
   b) individual freedom in selecting areas for change.
   c) other methods of evaluation as less effective.
   d) evaluation as worth the time and expense.

4. Kishwaukee instructors perceived, in contrast with College Two:
   a) administrator observations as lasting for a longer time period.
   b) evaluation to be more helpful for identifying weaknesses.
   c) evaluative criteria as more helpful for improving teaching.
   d) evaluation as more helpful for identifying strengths.
   e) evaluation as more helpful for making major teaching improvements.
   f) evaluation as more worth the time and expense.
   g) the purpose for evaluation to be directed toward improvement of teaching.

5. Community college administrators and instructors did not differ significantly in most of their perceptions on the topic of evaluation; however, Kishwaukee administrators tended to be more positive about instruction evaluation than Kishwaukee instructors.

6. Occupational and transfer instructors were equally receptive to the method.

7. Instructors oriented to the "Well-Dones" Method before employment perceive the method as having a greater impact upon teaching effectiveness and had slightly more positive attitudes about evaluation than those oriented after employment.

8. Instructors who participated in a thirty-hour inservice preparation program perceived the "Well-Dones" Method to have a slightly more significant effect upon teaching than those who participated in a three hour program.

9. Instructors who participated in fewer evaluation conferences were as receptive to the "Well-Dones" Method as those who participated in a greater number of conferences.

10. Instructors with more formal education were as responsive to the Well-Dones Method as those will less education.

11. Instructors with more teaching experience interpret the method to be as valuable as those with less experience.

12. Fifty percent of the Kishwaukee instructors used various adaptions of the Well-Dones Method for student evaluative feedback.

Degree: Ed. D.

Committee: Bruce Kremer (Chairman), Betty Bosdell, John Johansen, James Johnson, Robert Nejedlo

A STUDY OF THE PERCEPTIONS OF COMMUNITY COLLEGE PERSONNEL IN RELATION TO THE DESIRABLE PREPARATION OF COMMUNITY COLLEGE INSTRUCTORS OF BUSINESS WITHIN THE COUNCIL OF NORTH CENTRAL COMMUNITY-JUNIOR COLLEGES

John R. Birkholz
1973

Statement of the Problem

The purpose of this study was to determine what the requirements of preparation should be for community college instructors of business based on opinions and practices of schools in public community colleges within the area of the Council of North Central Community-Junior Colleges and school personnel. Specifically, the study attempted to ascertain answers to the following questions: (1) What are the perceptions of public community college personnel concerning the preparation of community college instructors of business? (2) For the preparation of community college instructors of business, what programs and/or courses are offered at the master's degree level in member schools of the National Association for Business Teacher Education within the geographic region of the Council of North Central Community-Junior Colleges? (3) What would be a model teacher education program for the preparation of public community college instructors of business?

Procedural Development of the Study

The procedures followed in the collection and analysis of data from the community college personnel consisted of eight steps.

1. After a review of related literature, an opinionnaire consisting of 167 items was developed. This instrument contained items which related to the following areas of teacher preparation: (a) education core courses, (b) business administration core courses, (c) business education core courses, (d) the commitments of an instructor as a member of the profession, (e) areas of subject-matter concentration, and (f) the division of semester hours in a master's degree program for prospective community college instructors of business.

2. A pilot study was conducted in three community colleges to refine and adjust the items to be included in the opinionnaire.

3. The opinionnaire was mailed to 111 deans and divisional chairmen and 550 lead instructors of member schools of the Council of North Central Community-Junior Colleges.

4. Catalogs of member schools of the National Association for Business Teacher Education within the Council area were analyzed for existence of programs for preparation of community college instructors of business.

5. The data from the community college personnel were analyzed by the chi-square test and the analysis of variance and, appropriate hypotheses related to individual responses.

6. Responses were tested for significant differences at the .05 level of confidence. Agreement greater than fifty percent was considered sufficient for stating that a course should be included in a model master's program. Percentages of agreement were noted in other areas.

Significant Findings of the Study

A statistical analysis of responses revealed that significant differences at the .05 level of confidence existed in perceptions of deans, division chairmen, and lead instructors pertaining to the courses: The Community College, Survey of Business Economics, Accounting Theory, Data Processing Systems, Principles and Problems of Business Education, Evaluation and Measurement in Business Education, Research in Business Education, Adult Education Programs in Business Education, and a Seminar in Business Education. Significant differences were also observed in perceptions toward practical experience as related to teaching as a graduate assistant to undergraduates and an internship experience. No other significant differences were observed.

An analysis of study data seems to indicate that the following conclusions may be made, even though the chi-square values may have indicated a difference in perceptions among the community college personnel. Responses in the agree category in excess of fifty percent were interpreted as the prerequisite for recommending the courses that should be considered for inclusion in a program of preparation at the master's degree level.

1. The following education courses should be considered for inclusion in a master's degree program: The Community College (89.3 percent), Instructional Media Systems (84.0 percent), Adult Education (76.5 percent), and Community College Student Personnel (63.8 percent).

2. The following business administration core courses should be considered for inclusion in a master's degree program: Data Processing (89.8 percent), Principles of Business Organization (88.8 percent), Accounting Theory (86.4 percent), Survey of Business Economics (85.0 percent) Legal Aspects of Business (83.6 percent), Financing the Business Firm (81.0 percent), Survey of Marketing (80.4 percent), and Business Statistics (72.8 percent).

3. The following business education core courses should be considered for inclusion in a master's degree program: Seminar in Teaching College Business Subjects (83.2 percent), Cooperative Project Plan in Business Education (74.9 percent), Principles and Problems of Business Education (71.9 percent), Business Education Methods Courses in the Teaching Specialty (72.8 percent), Evaluation and Measurement in Business Education (67.3 percent), Adult Education Programs in Business Education (65.0 percent), Seminar in Business Education (59.4 percent), Administration and Supervision of Business Education (59.1 percent), and Business Education in Post-Secondary Schools (58.1 percent).

4. Over fifty percent of the cooperating community college personnel involved in the study indicated that the following should be considered as prime commitments of a community college instructor as a member of the profession: the importance of reading professional journals (95.0 percent), experimentation with innovative instructional methods (93.8 percent), making presentations to community groups (86.7 percent) becoming involved in community projects (79.1 percent), and becoming involved in student-related activities (65.1 percent).

5. The large majority of community college personnel involved in the study (96.4 percent) were of the opinion that prospective community college business instructors should have practical business experience in a related field. Approximately sixty-seven percent advocated an instructional internship in a community college and sixty percent advocated part-time teaching experience in business subjects.

6. The following subject-matter concentration areas were recommended as prime areas of preparation for a master's degree program: accounting and data processing (93.1 percent), economics and general business (91.4 percent), marketing and distributive education (88.8 percent), and secretarial and clerical (81.5 percent).

7. The distribution of semester hours in a master's degree program should include twelve to twenty-two hours subject matter con-

centration, four to twelve semester hours in business education, and three to nine semester hours in professional education. The mean and median number of semester hours in these areas, exclusive of the internship, indicated by the study data were approximately; subject matter (17 hours), business education (8 hours), and professional education (6 hours).

8. A study of the catalogs of the ninety-two member schools of the National Association for Business Teacher Education indicated that thirty (32.6 percent) of these institutions had master's degree level programs related to the preparation of community college instructors of business subjects. Three (3.26 percent) institutions had programs specifically designed for this purpose. Of these three institutions, Northern Illinois University offered 100 percent of the professional education courses and 100 percent of the courses of the business education core courses suggested by the study data. Western Michigan University offered 71.4 percent of the professional education and 63.6 percent of the business core courses suggested by the study data. Central Michigan University offered 57.1 percent of the education core courses and 54.5 percent of the business core courses.

Degree: Ed. D.

Committee: B. W. Stehr (Chairman), Richard Cambridge, William K. Ogilvie

AN IDENTIFICATION, ANALYSIS, AND COMPARISON OF MAJOR ISSUES IN EDUCATION FOR BUSINESS IN SELECTED PUBLIC COMMUNITY COLLEGES

Darrell D. Wiener
1973

Statement of the Problem

The purposes of the study were to identify the major issues involved in community college education for business and to analyze the opinions expressed by the deans of instruction, business department or division chairmen, and business instructors covering these issues. In order to accomplish these purposes, issues were categorized into the following broad classifications: (1) philosophy, functions, and objectives; (2) administration; (3) curriculum and instruction; (4) student personnel services; and (5) staff personnel as they relate to community college education for business. The hypotheses tested were: (1) the proportion of responses in the given choice categories for the issue will be the same for the deans of instruction, the business department or division chairmen, and the business instructors; and (2) the proportion of responses to the relative importance of the issue will be the same for the deans of instruction, the business department or division chairmen, and the business instructors. This will be true for each of the 99 issues categorized in the five areas of concern for this study.

Procedural Development of the Study

After a thorough search of the literature, a preliminary list of issue questions was developed and submitted to a preliminary instrument panel. A check sheet on issue alternatives was developed in addition to the issue question for the final research instrument; the final instrument was further field tested with a pilot study group. Ninety-nine issues were eventually selected for the final instrument. Research instruments were mailed to 144 comprehensive community colleges in 30 states in each of which the dean of instruction, the business department or division chairman, and business instructors were asked to respond to the research

instrument. A follow-up mailing was used to obtain a total return. Sixty-two deans, 70 chairmen, and 265 instructors from 29 states returned usable returns.

The data from the research instrument were tabulated and subjected to the chi square test. A discrete chi square test was made for each response on the issue check sheet for each issue and on the importance of the issue question in relation to the hypotheses stated for the study.

Conclusions of the Study

The conclusions which follow are based on analysis of responses by deans, chairmen, and instructors concerning selected issues in education for business in the community college:

1. There was strong agreement on the crucial nature of the importance of issues posed, in that 98 of the 99 issues were considered either very important or important; therefore, the data indicated that community college educators considered that numerous issues of importance prevail in community college education for business.

2. An analysis of the data indicated that (1) the personnel of the business department should be committed to the idea of the comprehensive curriculum, and (2) programs developed in the community college should be developed anew after studying the needs of the students and the community.

3. From an analysis of the data from the deans, chairmen, and instructors, it appeared that little agreement exists on issues concerning (1) the identification of the community college in higher education, (2) what accreditation, if any, would best fit the needs of the community college, and (3) the accrediting association best suited to be a determining factor in accreditation of community college business related curriculum.

4. There was little agreement on issues concerning (1) who should be involved in the selection of the department or division chairman and new instructors, (2) who should have the responsibility for the administration of the business department, and (3) what ratio, if any, should be used in equating laboratory class hours to lecture class hours.

5. Analysis of the data indicated strong agreement that the community college business department should (1) be organized as one department and one chairman be utilized for both day and night courses offered, and (2) make its programs available to all students desiring to enroll in a business course or program.

6. The data revealed agreement among deans, chairmen, and instructors should utilize both the classroom and the community in preparing students in career education programs.

7. There was little agreement on issues concerning (1) the remedial courses which should be taught in the business department, (2) who should make the final decision regarding the addition or deletion of courses or programs to the business curricula, (3) the content emphasis in the accounting course, (4) the content of the introductory course in data processing, (5) the criteria for selection of students for the cooperative work experience program, (6) who should have the responsibility for the selection of equipment for classroom use, and (7) guidelines for student progression in a chosen program.

8. Based on responses of deans, chairmen, and instructors, it appeared that (1) the guidance department, in relation to business students, should place its principal emphasis upon all students, and (2) the guidance of business students should be the responsibility of both the guidance and the business departments.

9. The date revealed that little agreement exists among deans, chairmen, and instructors on issues concerning (1) the guidance that should be given students who demonstrate little ability in business, (2) who should conduct follow-up surveys of business students and graduates, and (3) to whom placement and follow-up services, provided by the community college, should be available.

10. No issue alternative for any of the issues in the area of staff personnel received responses from 60 percent or more of the respondents; therefore, the data tended to indicate that varied opinions exist among community college educators concerning the issues analyzed in this area.

11. Little agreement existed on issues in the area of staff personnel in relation to community college education for business concerning (1) the preparation needed, (2) the minimum degree and the type of degree necessary, (3) certification requirements, and (4) the criteria used for promotion of, the community college business instructor.

A comparison of reactions of deans, chairmen, and instructors to selected issues were as follows:

1. Approximately 20 percent more deans thought that the community college had established itself among higher education than did the chairmen or instructors. Likewise, a much higher percentage of instructors (30.2 percent) and chairmen (25.7 percent) than deans (11.3 percent), thought the community college was still seeking its place in higher education.

2. More chairmen (57.2 percent) and instructors (49.8 percent) felt that the community college should seek accreditation with a national or regional organization than did the deans (33.9 percent). A larger percentage of the deans (22.6 percent) believed that the community college should disregard the thought of any accreditation affiliation than did the chairmen (7.1 percent) and instructors (7.9 percent).

3. A much lower percentage of deans (45.2 percent) thought the administration of the community college should involve the state board, the local board, the faculty, and the students, than did either the instructors (59.2 percent) or the chairmen (63.0 percent). The area of controversy was the inclusion of students in administrative councils.

4. More instructors (37.7 percent) than deans (24.2 percent) indicated that the selection of the department or division chairman should be made by a joint committee of the dean, the president of the college, and the instructors in the department or division. More instructors (19.2 percent) than deans (6.5 percent) indicated that the selection of the department or division chairman should be made by the instructors in the department or division. More deans (22.6 percent) thought the selection of the department or division chairman should be made by the dean of instruction or the president of the college and the dean of instruction, than did the instructors (12.1 percent).

5. Fewer chairmen (64.3 percent) indicated that the department or division chairman should be given released time or a stipend for administrative duties, than did the instructors (77.3 percent).

6. Based on percentages, almost 25 percent more instructors and 15 percent more chairmen than deans thought the normal teaching load of a business instructor should be 12 - 15 hours per week. More instructors (65.7 percent) indicated that the normal teaching load should include two preparations, than did the deans (38. 7 percent) or the chairman (47.2 percent). Fewer deans (11.3 percent) thought the ratio of laboratory class hours to lecture class hours should be on an equal hour for hour basis than did instructors (48.7 percent) or chairmen (37.1 percent).

7. A lower percentage of instructors (49.4 percent) noted that the business curriculums developed in the high schools should be articulated with those in the community college, than did the chairmen (68.6 percent).

8. Almost 20 percent fewer chairmen than deans thought the breadth of the business program should be determined by the size of the institution, the needs of the local community, and the interests, abilities, and goals of the students, and the perceptiveness on the part of the administration, faculty, and advisory committee in ascertaining these needs. The chairmen considered

the issue on transferring credit earned at a community college to senior institutions slightly more important than did deans.

9. Twenty-one percent more deans than instructors felt that the length of a business program should vary according to the amount of time it takes a student to satisfactorily meet his objectives, rather than in a block period of time.

10. Fifty-seven (81.4 percent) chairmen indicated that the community college business student should be permitted more freedom of course selection, while 169 (63.8 percent) instructors selected this issue alternative. A much higher percentage of chairmen (88.6 percent) are committed to the importance of whether a student should have freedom of course selection (rather than adhesion to AACSB core) than either deans (74.1 percent) or instructors (71.4 percent).

11. Approximately 15 percent fewer deans than chairmen thought the greatest emphasis in the accounting course should be placed on the managerial use of accounting. Approximately 10 percent more chairmen than instructors thought the number of accounting courses offered at the community college should depend on the needs of the students and the community.

12. A greater percentage of chairmen (51.4 percent) thought a programming language should be taught as a separate course rather than included in an introduction to data processing course than did deans (33.9 percent) or instructors (42.7 percent).

13. More chairmen (92.9 percent) than deans (87.1 percent) or instructors (82.6 percent) felt that on-the-job experience should receive community college credit.

14. Sixteen percent fewer instructors thought that skill subjects should have established minimum speed requirements for successful completion of the course, than did the chairmen.

15. Twenty-two percent fewer instructors than deans thought that the standards for achievement of each course in the business department should be consistent on a departmental basis.

16. Fifty-seven (91.9 percent) deans favored both the guidance and the business department having the responsibility for the guidance of business students, while 233 (87.9 percent) instructors favored this issue alternative.

17. Slightly over 30 percent of the deans felt that community college business instructors should be prepared for multifaceted and multidisciplinary programs in business, while only slightly over

16 percent of the instructors replied in this manner. The majority of the responses indicated that business instructors should be prepared in specialized areas: deans (54.8 percent) and of instructors (56.6 percent).

18. Instructors tended to place more significant emphasis on permitting a business instructor to teach business if he has a major in business (rather than through certification) than did departmental chairmen.

19. A much higher percentage of the deans (58.1 percent) than the chairman (28.6 percent) or the instructors (17.7 percent) indicated that the extra duties should be considered a part of the regular teaching duties and no extra compensation should be received.

20. Instructors tended to be slightly more committed to the idea of a comprehensive program in the community college than were chairmen. Chairmen tended to be less committed to the "open door" admissions policy than were instructors.

21. Based on the percentages, over three times as many deans as instructors thought the criteria used to determine promotions of business instructors was not an issue in community college education for business.

Degree: Ed. D.

Committee: B. W. Stehr (Chairman), Lyle Maxwell, W. K. Ogilvie

A STUDY OF COMMUNITY COLLEGE ADMINISTRATOR REACTION TO GRADUATE STUDY IN COMMUNITY COLLEGE ADMINISTRATION

C.C.S.C.
1972

Statement of the Problem

The purpose of the study was to obtain the reactions of community college administrators to a limited number of questions on the topic of graduate study designed to prepare community college administrators.

Study Procedures

A short questionnaire was designed and sent to 75 community college administrators from 25 Illinois Community Colleges. The questionnaires were sent to 25 presidents, 25 vice-presidents or deans, and 25 division chairmen or directors. Fifty-four returns were received from 23 presidents, 21 vice-presidents or deans and 10 division chairmen or directors.

Findings of the Study

1. Fifty-two of the administrators sampled (96.4%) indicated that courses specifically in administration were not appropriate at the masters level. Two administrators (3.6%) indicated that they were. One of the two answering "yes" to this question indicated that he would rather see the topic as a part of a general course on community colleges. "Possibly as part of a general JC course. Prospective JC teachers and counselors should know the basics of Illinois Junior College Law and the administrative organization of Illinois Junior Colleges."

2. Reactions to the question, "In your opinion, would a series of courses specifically designated as community college administration constitute the appropriate type of professional preparation for community college administrators?" was as follows:
   a) Twenty-six (48.1%) indicated no.
   b) Thirteen (24%) indicated yes.
   c) Seven (12.9%) indicated doctoral course only.
   d) Eight (14.8%) indicated an internship would be the best approach.

3. The rank order of areas of concentration suggested for individuals preparing for community college administration were:
   a) Instruction and curriculum (tie for 1)
   b) Student personnel services (tie for 1)
   c) Business management (3)
   d) Administration of technical programs (4)
   e) Community services (5)
   f) Data processing and institutional research (6)
   g) Public relations (7)

4. Administrator reaction to the question, "Would an advanced seminar course on community college administration be essential in the preparation of prospective community college administrators?" was as follows:
   a) Twenty (37.5%) indicated yes.
   b) Eighteen (33.3%) indicated helpful but not essential.
   c) Seven (12.9%) doctoral only.
   d) Seven (12.9%) indicated no.
   e) Two (3.6%) indicated that they did not know.

5. When asked for general comments, the administrators reacted as follows:
   --"An administrative internship, not courses in administration."
   --"Intern only."
   --"Pass this information the hard way - on the job."
   --"Why shouldn't the seminar consist of several conferences that could be attended over a years time. Use experts from the firing line (community college personnel)."
   --"Actual experience only."
   --"Concentrate on CC philosophy and staff relations. We have a couple of VPs that need it."
   --"Heavy emphasis on philosophy of higher education would be useful."
   --"If you must have an administrative theory course, get a junior college administrator to teach it."
   --"Short seminars on a variety of subjects might be helpful. Make it practical not theoretical."
   --"Philosophy and programs - one course."
   --"Design one course that all administrators can benefit from. Many know only one area and sometimes less, but make decisions affecting the whole institution."
   --"One course."
   --"A business affairs course for division chairman and deans would be useful."
   --"We don't need more administrators coming out of universities, they need JC classroom experience first."

--"Three hours only."
--"I have taken my last administration course. Never discussed anything but elementary and secondary schools."
--"A good seminar might be useful, but don't rely on one instructor. Use resource people from community colleges."
--"Just give us some good teachers who know what community colleges are all about and we will teach them to administer."
--"Concentrate on preparing second and third level administrators."
--"I took a course for community college administrators at the state university last year. The only thing that I learned that was of value was information on budgeting. Everything else was old stuff that had been covered at state conferences or at our in-service programs."

Degree: None (Independent research)

SELECTED CHARACTERISTICS OF FOURTH SEMESTER DAY STUDENTS AT ILLINOIS VALLEY COMMUNITY COLLEGE

Dennis Nord
1972

Statement of the Problem

The purpose of the study was to investigate selected characteristics of persistent students attending Illinois Valley Community College during the spring semester 1972, and to attempt to determine whether or not differences exist between persistent transfer students and persistent career students. Persistency was defined as relating to students who remained in school after completing three semesters of study or its equivalent.

Procedural Development of the Study

Data relative to the following characteristics was obtained from 37 career students enrolled in fourth semester mechanical technology, secretarial science and data processing, and 37 fourth semester transfer students enrolled in English: (1) sex, (2) age, (3) A.C.T. score, (4) college G.P.A., (5) family income, (6) total children in family, (7) number of brothers or sisters attending college, (8) high school class rank, and (9) number in high school graduating class. All students were day students.

Comparisons were made between transfer and career students. Spearman Correlations were computed for A.C.T. scores and G.P.A.'s.

Summary of Significant Findings

An analysis of the data obtained in the study indicated that:

1. The mean age of the persisting transfer students (19.9) was less than the mean age of the persisting career students (20.5).

2. Although the average family income of the transfer students was higher than that of the career students, the difference was not significant. A comparison of family income data

gathered by the study and similar data on the entering class of 1970 showed no indication of relationship between presistence and family income. Only eleven percent of the transfer students and twelve percent of the technical students selected IVCC mainly because of low cost.

3. The approximate range of family income for transfer students was from $3,000 to over $12,000. The modal range for families of transfer students was over $12,000. The approximate range of family income for technical students was from under $2,999 to over $12,000. The modal range for technical students was $9,000 - $11,999.

4. The mean number of children per family of transfer students was 3.8 and that of technical students was 2.6.

5. The mean number of children per family of transfer students was 3.8 and that of career students was 2.6.

6. 32.5 percent of the career students had siblings also in college while 45.1 percent of the transfer students did.

7. The mean high school class rank of persisting transfer students was at the 65 percentile, and they had a mean ACT score of 21.3 as compared to the mean ACT score of entering transfer freshmen of 20.0.

8. The mean high school class rank of persisting career students was at the 57th percentile, and they had a mean ACT score of 18.43 as compared with the mean ACT score of 17.4 for entering freshmen career students.

9. The modal ACT range of entering freshmen career students was 16-20 as was the modal scores of the persisting career students. The modal ACT range of freshmen transfer students was 16-20 and that of persisting transfer students was 21-25.

10. The mean ACT scores of the persisting students, according to group, was as follows: female transfer 22.79; male career 21.82: make transfer 20.0; female career 16.85.

11. The highest ACT score (33) involved in the study was earned by a career students and the lowest (9) was earned by a transfer student.

12. The mean G.P.A. of persisting students was as follows: female transfer 3.035; female career 2.658; male career 2.751; and male transfer 2.526.

13. The only significant correlation between ACT scores and G.P.A.'s was found in the case of female transfer students.

14. The persisting transfer students tended to graduate from the larger high schools of the district.

15. The typical persisting IVCC student (persisting through the fourth semester) was 20 years of age, graduated from high school with a percentile rank of 62 in a class of 275, and had an ACT score of 20. In IVCC, he had earned a 2.73 GPA. He came from a family of four children, had a 58 percent change of having a brother or sister also in college, and had a family income of $8,600 per year.

Degree: None (Independent Research)

A COMPARATIVE STUDY OF NEWSWRITING PROFICIENCY EXAMINATION RESULTS INVOLVING JOURNALISM STUDENTS OF SELECTED JUNIOR COLLEGES AND N.I.U.

G. R. Scott
1973

Statement of the Problem

The purpose of the study was to compare students enrolled in a first course in journalism at Northern Illinois University with students enrolled in similar courses at five community colleges which transfer students to NIU. The comparison was made on the basis of a proficiency test designed for beginning journalism students.

Procedural Development of the Study

A skill proficiency test was designed by the author based on the content and objectives of the first journalism course taught at NIU. The rationale for the test was that it would constitute the background required of either four-year or transfer students taking more advanced journalism courses at NIU. The test contained six sections: a fifteen item multiple choice section on word meanings, ten multiple choice questions on style and punctuation, fifteen questions on usage, ten true-false questions on legal problems, eight multiple choice questions on grammar, and two multiple choice questions on leads.

The test was administered in the Spring of 1972 to first year journalism classes at Northern Illinois University (N=70) and at similar classes at five junior colleges: Kishwaukee Community College (N=7), Elgin Community College (N=10), Illinois Valley Community College (N=21), Waubonsee Community College (N=12), and Rock Valley Community College (N=9). The test was also administered to participants in an NIU institute for high school newspaper and yearbook editors.

The mean scores were calculated for the word meanings section, the remaining forty-five questions, and the entire test for NIU and for each community college. The overall mean scores were also calculated.

Significant Findings of the Study

1. The mean score for NIU students on the word meanings test (9.9) was greater than the mean score for community college students (8.5).

2. The mean score for NIU students on the remaining forty-five questions (27.5) was greater than the mean score for community college students (19.6).

3. The mean total score for NIU students (37.5) on the 60 item test was greater than the mean total score (28.1) for community college students.

4. The mean total score of the high school students attending the journalism institute was 27.0.

5. Scores on individual questions for NIU students ranged from 100% (a style question) to 9% (a question on usage and a question on leads). Scores for community college students ranged from 78% (a question on law) to 5% (the question on leads).

6. The following reasons were suggested as possible explanations of the differences in scores:

   a. differences in ACT scores between NIU and community college students

   b. differences in professional training of NIU and junior college instructors (using degrees in journalism as a criterion)

   c. emphasis of community colleges on student publication or on different content areas than covered in the NIU course.

Degree: None (Independent Research)

A STUDY OF SELECTED CHARACTERISTICS OF FOREIGN LANGUAGE STUDENTS AT WILLIAM RAINEY HARPER COLLEGE

John Davis
1973

Statement of the Problem

The purpose of the study was to determine selected personal and academic characteristics of community college foreign language students and their reactions to the study of foreign language.

Procedural Development of the Study

A questionnaire was designed to obtain student information in keeping with the purposes of study. The questionnaire was completed by 264 students studying foreign languages (German, French, Spanish) during the Fall semester of 1972. Approximately sixty-six percent of the students were day sutdents and the remainder attended evening school. Forty-one percent enrolled in Spanish courses, thirty-four percent in French, and twenty-five percent in German. The questionnaire returns were tabulated and analyzed.

Summary of Significant Findings

1. Approximately forty-nine percent of the students enrolled in foreign languages courses were from seventeen to nineteen years of age, approximately thirty-one percent were from twenty to twenty-five years of age and the remainder (twenty percent) were twenty six years of age or older.

2. Approximately sixty percent of the students were female, twenty-three percent of the students were married and 14.5 percent were armed forces veterans.

3. Approximately sixty-nine percent of the students involved in the study lived at home and seventy-three percent owned their own car.

4. The estimated parental incomes of the students were as follows: $5,000 or less (4 percent), $5001 - $9,999 (13.4 percent), $10,000 - $14,999 (26.2 percent), $15,000 - $25,000 (37.3 percent), and over $25,000 (19.1 percent).

5. The maximum level of fathers of students educational attainment was as follows: less than high school diploma (16.4 percent), high school graduate (24.7 percent), some college (29.5 percent), bachelors degree (14.9 percent) and advanced degree (14.5 percent).

6. The maximum level of mothers of students educational attainment was as follows: less than high school diploma (20.9 percent), high school graduate (42.8 percent), some college (22.8 percent), bachelors degree (7.7 percent), and advanced degree (5.8 percent).

7. Approximately seventy-three percent of the students had jobs to help support their education. Approximately thirty percent of the students worked thirty hours or more per week, twenty-one percent from ten to nineteen hours per week, and eighteen percent from twenty to twenty-nine hours per week.

8. Approximately eighty percent of the students indicated that they were not under any type of scholarship. 14.4 percent depended on scholarship support for more than twenty-five percent of their educational expenses.

9. Approximately fifty-three percent indicated that they had no financial support from parents while in school, eighteen percent indicated that their parents contributed over seventy percent of their educational costs.

10. Twenty-nine percent of the students said that they did not use their own earnings, savings or loans to finance their educational expenses. Approxmately one-third of the students said savings, earnings or personnal loans covered seventy-five percent of their school costs, thirteen percent said that these factors covered fifty to seventy-five percent of their educational costs.

11. Approximately fifty-two percent of the students claimed to have a B or better grade average in high school (61 percent of the evening students). Only three percent indicated less than a C average. Midterm foreign language grades earned by the students during the semester involved in this study were: A (45.6 percent), B (30.8 percent), C (18.2 percent), and below C (5.3 percent). Evening students tended to get higher grades than day students.

12. Twenty-four percent of the students claimed to have ACT scores of twenty-four or more (31.2 percent of evening students), fifteen percent scored from twenty-one to twenty-three, and eighteen percent from eighteen to twenty. Only 1.1 percent had scores of fifteen or below. Approximately thirty-six percent did not know their scores or did not take the test.

13. Approximately sixty percent of the students had their last previous educational experience in high schools and 23.5 percent were reverse transfers (thirty-five percent of the evening students). The percentage of students transfering from other community colleges was 7.7 percent.

14. Of the students involved in the study, 39.5 percent (44.2 percent of the evening students) were classified as college parallel students and 11.1 percent were enrolled in career programs.

15. Approximately sixty-four percent of the foreign language students were classified as full-time students.

16. Approximately eighty-two percent of the students indicated that they had not participated in the extra-curricular program of the college and sixty percent spent less than one hour per day in informal activities at the college.

17. The modal range of hours spent studying per week was six to ten hours, although approximately ten percent of the students (5.4 percent of the day students and 12.1 percent of the evening students) spent over twenty-five hours per week in studying. The average student spent from three to five hours per week studying foreign language.

18. Approximately fifty-three percent of the students attended Harper because it was geographically convenient. Twenty-two percent indicated low cost was the reason for attending. Seventy-one percent evaluated their Harper education as good or betther than elsewhere.

19. Approximately thirty-seven percent of the students involved in the study had two or more years of foreign language study.

20. Approximately thirty-two percent of the students were taking foreign language to satisfy a degree requirement and forty-five percent because of general interest.

21. Students tended to rate full-time instructors higher in classroom effectiveness than they rated part-time instructors.

22. Positive student reactions to teaching effectiveness (above fifty percent) of foreign language instructors at Harper were: extremely competent (70.2 percent), spoke clearly (67.3 percent), well organized (60.2 percent), easy to understand (58.5 percent) and helpful in assignments (53.3 percent). About fifteen percent of the students described their teacher as an easy grader and four percent as a difficult grader.

23. There was a considerable varience on the rating of several factors related to teacher effectiveness between day time students and evening students.

24. Approximately forty-two percent of the students indicated that the foreign language courses that they enrolled in was better than they expected and ten percent indicated that it was less than expected. Eighty-five percent had positive feelings toward the course.

25. Although eighty-six percent of the students had spent no time in the language laboratory, forty-four percent of the students who used the laboratory rated the laboratory experience as very helpful and fifty-six percent as "of some help." Two percent of the students did not know that the lab existed.

26. Fourteen percent of the students were enrolled in more than one foreign language class.

27. Most frequent student study problems were: not enough time to study, lack of concentration, noisy study area, and trouble memorizing.

28. Fifty-two percent of the students thought that the language courses could be improved through field trips.

29. The rank order of aspects of foreign language study of most interest to students were: conversation, reading, vocabulary, and writing.

Degree: None (independent research)

PROVISION FOR THE SUPERIOR STUDENT IN THE TWO-YEAR COLLEGE: A CASE STUDY WITH RECOMMENDATIONS

Charles Jenkins
1973

Statement of the Problem

The purpose of this study was to determine the extent to which provision is made for the academically superior student in two-year colleges, to identify particular colleges offering programs worthy of further study, and to examine these programs in depth to develop recommendations to aid other two-year colleges in developing or improving programs designed to meet the specific needs of the superior student.

Procedural Development and Findings of the Study

A questionnaire was sent to all United States two-year community and junior colleges, technical institutes, and branches of colleges and universities listed in the 1971 Junior College Directory. Of the 1,069 colleges included in the final survey, response was received from 748 or 70 percent. It was concluded on the basis of the tabulated results that provision for the superior student is made by the majority of United States two-year institutions, with 72 percent of those responding and 50 percent of all two-year institutions included in the survey reporting the offering of at least one provision for the superior student. Independent study, advanced placement, and early admission of high school students were found to be the most frequently offered provisions, with separate sections of regular courses, courses specifically designed for honors students, and honors seminars and colloquia following in that order.

An analysis of the 535 responding colleges offering provisions suggested that provisions are more likely to be offered in institutions established for a longer period of time, in colleges which are under independent control, in the larger institutions, and in institutions which are academically restrictive in admissions and/or actively recruit the superior student. Two-year colleges oriented principally toward occupational training were found less likely to have honors provisions than colleges with a transfer or comprehensive orientation.

Of the 57 percent of those offering provisions who completed the total questionnaire, 207 or 69 percent had a full honors program as defined by the study. It was concluded that evidence was adequate to indicate the presence of honors provisions in the community junior college to a greater degree than had previously been reported.

Finally, it was concluded that of those offering provisions, almost all felt their programs to be moderate to very successful, only 3 of the 347 responses to this item indicating their program not successful.

A more detailed follow-up survey of 124 selected colleges offering provisions indicated that most two-year colleges with provisions did not identify them as a special "honors program" but incorporated provisions for the superior student into the regular college curriculum. Most used tests or grade point averages to determine student eligibility for honors activity, with recommendations from high school or college counselors and/or faculty often required. Very few community junior colleges administered their program through an honors committee, most institutions assigning administrative responsiblity wholly or in part to the office of the academic dean. Most honors provisions had been available for less than ten years. The majority were evaluated on a regular basis, though few in any formal, systemized manner.

From those answering the follow-up study, five community junior colleges were selected for further study, each respresenting a different approach to educating the superior student. Broward Community College, Florida, emphasized honors sections of regular courses; Cabrillo College, California, emphasized special seminars and independent study; Clayton Junior College, Georgia, emphasized acceleration of honors students through early admission of high school seniors and credit-by-examination; Montgomery College, Maryland, provided a combination of special honors courses and tutorial classes; and Staten Island Community College, New York, offered an experimental program, Productive Learning and Counseling Environment, which involved the student in various types of educational experiences.

Visits were made to each campus and interviews held with administrators, faculty teaching in the programs and students in the programs. From information gathered from the survey, follow-up, and case studies it was generally concluded that honors provisions fit within the function of the community junior college; that provisions are usually available to the two-year college student, though not as part of a defined program; that a successful program must have strong administrative support; that the program should develop gradually and be designed to fit the needs, philosophies and practicalities of a particular institution and its students, uniquely designed for a two-year college setting; that the program should have an identity of its own; that grades may not be the best student selection criterion; that honors provisions are limited in career-oriented curricula; that honors provisions can and do have a positive effect on the whole institution; and that the methodology used in honors programs could be profitably extended to all students. From these conclustions, twenty-two recommendations were developed to aid other community junior colleges in developing provisions for the superior student or in reviewing provisions already offered.

Recommendations

Research, survey and investigation of existing programs, and the general conclusions contribute to certain recommendations which can serve as guidelines to two-year colleges wishing to improve or implement provisions for their academically superior students. The recommendations which follow must be interpreted in light of the rest of this study and are not intended or meant to be all inclusive or a panacea to solve the problem of meeting the needs of the academically superior student at any particular institution. They serve rather as a starting point in analyzing an institution's current practice in the light of additional information from other sources. Most of the recommendations which follow stem from the preceding conclusions, although some are based on general impressions gained from the cumulative impact of the case study visits--a kind of subjective synthesis of the data.

Many of the recommendations are related to the "Sixteen Major Features of a Full Honors Program" generated by the Inter-University Committee on the Superior Student. Any differences are understandable, since the two-year college has a different role and function within higher education, attracting a different type of student.

1. Any two-year college which has a number of academically talented students should offer some provision or porvisions to recognize their special talents and to develop their potential as far as possible within the two-year college structure.

2. Such provisions should be available immediately upon the entry of the student, and may even be provided by the college for the superior high school student prior to his high school graduation.

3. The type of provisions offered must be related to the basic philosophy of the program and the needs of the student--enrichment, acceleration, or a combination of the two.

4. For the honors program to succeed, the administration must be committed philosophically to the program and must provide an adequate budget to meet the higher expense of small classes, independent study, released time, and any specialized materials.

5. The faculty and students should be included in the planning and development of the program.

6. Program philosophies, objectives, and design should be carefully determined and evaluated prior to the establishment of the program.

7. Any program developed by any particular institution must reflect the needs, philosophies, and practicalities of that institution and its community. No single model will work in all cases; local circumstances must be recognized.

8. Provisions for the superior student should be placed in an identified and clearly defined program to maintain visibility, integrity, autonomy, and flexibility.

9. If possible, any new provision or program should begin small, perhaps as a pilot program, to evaluate its effectiveness in meeting the program objectives and to identity potential problems.

10. Though one is not necessary, a program will be most likely to grow if it is under the direction of a designated coordinator or director who is provided adequated released time to operate the program well.

11. An honors committee composed of both faculty and students is an invaluable aid in developing program direction and evaluation.

12. Because of diversified student potential, even in a select group, the program should offer student flexibility in choosing types and areas of study. Honors provisions should emphasize the independence and individualism of the student. It may be best to offer a variety of options to meet his specialized needs.

13. Criteria should be carefully developed to select students for the program. Grades may not be the best criterion; motivation and interest may well be more important. Recommendations of persons knowing the student might be part or all of the criteria, although self-selection should not be overlooked as a valuable measure of interest.

14. The college counseling staff should have a major role in identifying potential students, especially creative ones.

15. The provisions should be advertised and their existence made known as widely as possible to prospective and current students since qualified or interested students often are not aware of the available opportunities. Such visibility also may contribute toward expanding the program to other areas, in achiev ing program acceptance, or in stimulating innovation and flexibility throughout the institution.

16. Enrollment in honors sections or seminars should be kept smaller by design to stimulate interaction, discussion, and exchanging of ideas. A close relationship between instructor and student afforded by small classes may provide the additional motivation needed to keep a talented student interested and working at full potential. It may, in fact, keep him in college.

17. A separate facility might be provided for the use of program students and faculty to stimulate interaction outside the classroom, promote identity for the program, and develop a sense of community for the students.

18. On the freshman level, more structure will probably be necessary in seminars or independent study to allow the student to adapt himself to an unstructured situation and develop the necessary self-discipline to succeed in later, less formalized class situations.

19. Students in the program should be given wide opportunity to input their concerns and interests into course/program objectives, content, and structure.

20. Provisions for the superior student should be encouraged and made as available in career areas as in the liberal arts and sciences.

21. Any honors provision should be formally evaluated at regular intervals by all concerned--students, faculty, administrators. Objectives and content should be reviewed periodically in light of changing institutional, student, and community needs.

22. The flexibility, objectives, and philosophy of honors provisions might well be expanded to encompass the whole institution, providing an opportunity for all students to pursue their maximum potential.

Degree: Ed. D.

Committee: W. K. Ogilvie (chairman), Fred Rolf, Ray Fox, John Dewar, David Riplay

A SURVEY OF THE USE OF BEHAVIORAL OBJECTIVES IN COMMUNITY COLLEGES

Jean Grever
1973

Statement of the Problem

The purpose of this study was to determine the degree to which business education departments in the community colleges use behavioral objectives and the nature of the personal attitudes of the faculty members toward the use of behavioral objectives. More specifically, this study attempted to ascertain:

A. Whether business education departments require their faculty members to state their course goals in havioral terms.

B. Whether business education faculty members think course goals can be stated in behavioral terms.

C. Who most often prepares the behavioral objectives for the courses taught.

D. To what extent faculty members use behavioral objectives in planning their teaching activities.

E. To what extent faculty members put their behavioral objectives in writing.

F. Whether students are informed of the behavioral objectives and, if so, in what manner this information is conveyed to them.

G. Whether faculty members think the use of behavioral objectives helps them achieve course goals.

H. What best characterizes the use of behavioral objectives in community colleges.

Procedural Development of the Study

A two-part questionnaire was mailed to each business education faculty member in ten Illinois community colleges: Danville Junior College, Highland Community College, Illinois Central College, Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Kishwaukee College, Moraine Valley Community College, Rock Valley College, and Waubonsee Community College. The twelve questions on the questionnaire were grouped into two categories: (1) Departmental Use of Behavioral Objectives, and (2) Personal Attitudes Towards the Use of Behavioral Objectives. Of the 121 questionnaires sent, replies were received from 92 faculty members, representing a return of 76 percent.

Significant Findings of the Study

1. Thirty-eight percent (38%) of the respondents stated that their business department always required that the goals for the courses they taught be stated in behavioral terms; 26.1 percent stated that they were frequently required to do so; 7.6 percent said they were seldom required to do so; and 10.8 percent indicated that they were never required to state course goals in behavioral terms.

2. Approximately 33 percent (32.6%) stated that they frequently use behavioral objectives to establish goals for their course; 22.8 percent always use them; and 4.4 percent seldom use them, while 2.2 percent stated that they never use them.

3. Over half of the respondents (57.6%) stated that they felt most goals could be stated in behavioral objective terms; 22.8 percent felt that all goals could be stated in behavioral objective terms; and 20.6 percent indicated some goals could be stated in behavioral objective terms.

4. Most business education teachers (76.1%) indicated that behavioral objectives are used in both skills and nonskills areas in their school, while 17.4 percent indicated that they are used in the skills area only.

5. Over half of the respondents (54.4%) indicated that individual teachers prepare behavioral objectives for each of his courses; 21.7 percent stated that all department members prepared them, and 17.4 percent said that the behavioral objectives are prepared by the department chairman and those instructors teaching a particular course.

6. Of those instructors using behavioral objectives in their teaching, nearly half (45.6%) frequently pay attention to them when planning their teaching activities; 29.3 percent stated they always pay attention; and 16.3 percent said they sometimes pay attention.

7. Approximately one-third (32.6%) of the respondents always put their behavioral objectives in written form; 28.2 percent frequently do; and 25 percent sometimes do.

8. Almost one-half of the instructors (47.8%) reported that they always inform their students of the behavioral objectives; 26 percent frequently inform them; and 17.3 percent sometimes inform the students of their behavioral objectives.

9. When informing students of behavioral objectives, 37 percent use both orally and printed form equally to do so; 29.3 percent do it orally, primarily, and 23.9 percent use printed form primarily for informing the students of behavioral objectives.

10. Over half of the respondents using behavioral objectives (54.4%) indicated that their use frequently enables them to accomplish their course goals; 21.7 percent indicated that they sometimes helped and 17.9 percent stated that they always helped them to accomplish their course goals.

11. In indicating which one (or more) of seven given statements best characterized the use of behavioral objectives in their own specific community colleges, the respondents checked the statements in the following order of frequency:*

a. In general, the instructors give as much emphasis to behavioral objectives as any other classroom technique. (44.5%)

b. In general, the instructors include behavioral objectives to a minor degree in their classroom techniques. (33.6%)

c. In general, the instructors consider the use of behavioral objectives as just another administrative or academic harassment. (9.7%)

d. In general, the instructors go through the motions of making out objectives, file them, and forget them. (9.7%)

e. In general, the instructors emphasize behavioral objectives above all other classroom techniques. (6.5%)

f. The Business Education Department uses behavioral objectives, but the remainder of the community college does not seem to be too interested. (5.4%)

g. None of these. (3.2%)

12. The two most frequently given reasons for not using behavioral objectives were:

a. Questionable value because of lack of flexibility.

b. Lack of training in the writing of behavioral objectives.

Other reasons given were:

a. Over simplification of the art of teaching.

b. Too much work when adopting new texts.

c. Hampers education of students.

*Because the respondents could check more than one item, the percentage total exceeds 100 percent.

Degree: None (independent research)

AN ABSTRACT OF A SURVEY OF DATA PROCESSING IN SELECTED ILLINOIS COMMUNITY COLLEGES

Gary O. Engen
1973

Statement of the Problem

The purpose of the study was to obtain data relative to the use of data processing in selected Illinois Community Colleges. Specifically, the objectives of the study were to:

1. Determine the extent to which data processing was being used in Illinois Community Colleges.
2. Obtain an estimate of annual expenditures in the area of data processing by selected Illinois Community Colleges.
3. Determine the applications of data processing in selected Illinois Community Colleges.

Procedural Methods of the Study

The principle data collection device used was the questionnaire. It was sent to the head of each Data Processing Division at twelve selected Illinois Community Colleges. The questionnaire contained space for recording (a) the model of computer used by the college, (b) the annual rental or purchase price of the computer, (c) the number of personnel involved in data processing, the operation of data processing centers, (d) the annual cost for equipment and personnel, and (e) the applications for which data processing is employed.

Data analysis necessitated only simple tabulation of the data items and the use of such descriptive statistics as frequencies, means, and percentages. Of the twelve Illinois Community Colleges questionnaires were sent to, complete information was available for nine.

Summary of Significant Findings

1. All of the community colleges involved in the study had onboard computers available. The computers in use were: IBM 370/135

(22.2%), IBM 360/25 (22.2%), Burroughs B 3500 (11.1%), IBM 360/30 (11%), IBM 360/40 (11.1%), IBM Systems/3 (11.1%), and NCR Century 100 (11.1%).

2. The mean annual cost for computer equipment was $104,600, the mean annual cost for computer personnel was $103,000 and the mean annual total costs for data processing in the Community Colleges studied was $221,000.

3. The range of equipment costs was $37,000 - $204,000.

4. The range of personnel costs was $42,000 - $217,000.

5. The range of "other" costs was 0 - $64,000.

6. The range of total computer costs among the community colleges studied was $91,500 - $485,000.

7. The range of per-pupil expenditures was $19.07 - $55.17, the mean $45.01, and the median $49.01.

8. One hundred percent of the institutions studied used the computer in the areas of instruction, student records, and registration. Other areas of computer use were research (77.7%), school business management (77.7%), and counseling (22.2%).

9. The mean student enrollment in computer related courses in the institutions studied was 200.

Degree: None (Independent research)

A HISTORY OF THE PUBLIC JUNIOR COLLEGE IN ILLINOIS, 1900-1965

Matthew Meisterheim
1973

This history explored the development of the Illinois public junior college between 1900 and 1965. The central problem investigated was the reason for the relatively slow growth of the junior college prior to the Illinois Junior College Act of 1965. Four factors were identified which apparently had affected junior college development and these became the framework for the study. The four factors were the roles played by the universities, the Illinois Association of Junior Colleges, and the Office of the Superintendent of Public Instruction in promoting the junior college, and the affect of the Chicago downstate political conflict on junior college legislation.

The evidence revealed no factor which was solely responsible for the slow development of the junior college, but a combination of several factors.

1. At times the university was an active participant in promoting the junior college and at other times the university displayed no interest in junior college affairs.

2. As part of the common school system, the junior college was a responsibility of the Superintendent of Public Instruction, so it was natural to assume an interest on the part of the Office of the Superintendent of Public Instruction in the junior college. This was not the case until quite late in the history of the junior college.

3. In similar fashion, the Illinois Association of Junior Colleges played no role in the early junior college movement, but later became its most consistent voice.

4. Of the four factors identified, the only one eliminated was that of the political conflict. Looked at from various viewpoints, it apparently had no effect on junior college legislation.

The slow development of the junior college in Illinois was a product of disinterest and lack of leadership. There was disinterest on the part of the populace and the General Assembly, and a lack of leadership by the Superintendent of Public Instruction, other institutions of higher learning, and the junior colleges' professional organization in not acquainting the public and its representatives with the junior college.

Since 1965, the Illinois junior college has begun to fulfill the potential which junior college leaders had ascribed to it. As the high school was the "people's college" of fifty years ago, so the junior college (or as it should more rightly be called, the community college) is the "people's college" of

today. All the evidence points to an expansion of the role played by the junior college in getting higher education to the people.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 28 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Degree: Ed. D.

Committee: Eldon Scriven (chairman), Richard Mueller, Allan Frericks, Alton Harrison, W. K. Ogilvie